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ABSTRACT

The subject of the 1995 Texas Reading Club is the planet Earth, planets in the heavens, worlds to explore in the mind, and the many worlds in literature. The goals of this manual are: (1) to provide a reading club that explores a variety of book-based media in order to help children and their caretakers learn the importance of reading and to gain a love of stories, information, and language; (2) present a means by which caretakers and older siblings may take an active part in a child's reading club experience; (3) provide a practical and usable manual which library staff and volunteers may use in its entirety or to build on ideas of their own; (4) provide a manual that is flexible in scope and presentation; and (5) provide programs that promote reading on the individual, as well as the family, level. The manual is primarily designed to provide a variety of ideas, books, audiovisual material, and activities which can be shared at the library or at home as a family. Each program contains material for one hour of programming. Library programs targeted for the toddler and preschooler provide lists of books to share, fingerplays and action rhymes, and flannel board stories and patterns. School-age targeted programs provide lists of books to share, booktalks, read aloud book excerpts, interactive stories, interesting facts, songs, poems, jokes, etc. Library activities for all ages are combined but indicate appropriate age level or suggest changes to make the activity more age-appropriate. These activities include: recommended audiovisual materials; puppet shows; craft ideas; small and large group activities; and handouts. Family fun programs are presented in a one-page format the can be copied for distribution to participating families. This format consists of recommended books for all age levels, family fun ideas, family film recommendations related to the theme, and activities and crafts for the entire family. Contains sample forms and letters; a list of approximately 300 recommended books; a list of six recommended book series; a 48-item source bibliography; a list of 84 audiovisual resources; and clipart. (Author/MAS)

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Once upon a planet...

Texas Reading Club
PROGRAM MANUAL
1995

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Once upon a planet...

Program Guide For the Texas Reading Club 1995

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The Library Development staff at the Texas State Library deserve a special thanks, especially Jeanette Larson, Renée Graham, and all the TSL staff who proofed, edited, and helped with the layout of the manual.

Many others gave strength when the energy and courage wavered, and I express my appreciation to them as well. Thank you, the reader, for caring for the children and the environment.

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About the Illustrator

Denise Fleming, author and illustrator of *In the Tall, Tall Grass; Count; Lunch; Barnyard Banter;* and *In the Small, Small Pond,* stands out as the only children's book illustrator to create the artwork for her books in handmade paper. Using cotton rag fiber as her basic material, Ms. Fleming enjoys the physical work of creating these "pulp paintings." The vibrant colors of the paper pulp beautifully convey the mood and movement of her stories. Her book *In the Tall, Tall Grass* was recognized as a 1994 Caldecott Honor book. She lives in Toledo, Ohio, with her husband, David, and their daughter, Indigo.

Denise Fleming's Papermaking Fun can be obtained from Henry Holt and Company. This kit includes materials need to make handmade paper, a large full-color poster demonstrating the technique used in papermaking, and a mini book illustrated in handmade paper by Ms. Fleming. A 20-minute video presentation is also available on a loan basis to bookstores, schools, and libraries. For more information on these items, contact Heidi Gunlocke, Henry Holt and Company, 115 West 18th Street, New York, NY 10011. The video is also available for loan to Texas libraries through the Texas State Library, Library Science Collection, 800/252-9386.

Denise Fleming's "Pulp Painting"

*Ms. Fleming provides the following
step-by-step instructions for making handmade paper:*

Materials & Equipment
- construction paper scraps torn into small pieces - divided by color
- two canvas/needlework stretcher frames (same size) or two sets of embroidery hoops
- fiberglass window screen
- stapler or tacks and hammer
- duct tape and scissors
- synthetic dishcloths or two pieces of nonwoven interfacing fabric
- dishpan, bigger than frames or hoops
- two sticks to support mold and deckle above dishpan
- containers for each color of pulp
- cups for pouring pulp
- blender, sponges and newspaper
- water - lots of it!
- EXTRAS: squeeze bottles, cookie cutters, foam meat trays, craft knife to cut shapes in foam trays

Making Pulp
- Place 1/3 cup firmly packed torn paper in blender.
- Fill blender 2/3 full of water.
- Blend for 40-60 seconds.
- Pulp should be slurry consistency.
- More water should be added to pulp when using squeeze bottles.

Mold and Deckle

Mold:
- Stretch screen over one of the frames.
- Staple or tack screen in place.
- Trim excess screen.
- Tape over staples/tacks and frame edges with duct tape.

Deckle:
- The other frame is the deckle. The deckle sits on top of the mold (screen) to hold pulp in place.

Embroidery Hoops:
- If using embroidery hoops, stretch screen as you would fabric in one set of hoops. Trim excess screen. This is the mold. The other set of hoops is the deckle.

Couching Pile
- Place dampened dishcloth/interfacing on pile of newspapers.

PROCEDURE

1. Place mold and deckle on sticks over dishpan.
   Mold should be screen side up with deckle on top.
2. Pour pulp as evenly as possible over mold (screen).
   Pulp should be at least 1/8" thick.
3. Use plastic squeeze bottles filled with pulp to create different patterns and shapes.
4. Fill cookie cutters with pulp using spoon or squeeze bottle.
5. Cut shapes in foam trays with craft knife to make stencils.
   Stencil can be filled with several colors of pulp.
6. Remove stencil slowly, starting at one corner.
   In tight areas use toothpick to free pulp from stencil.
7. Remove deckle. Flip mold and pulp onto couching pile (dishcloth/newspaper) PULP SIDE DOWN.
8. With rocking motion, carefully remove mold, starting at edge.
9. Place cloth on top of handmade paper.
   Press with sponge to remove excess water.
10. Holding edges of top and bottom cloths, flip handmade paper over.
    Peel off cloth. TA-DAAAAH!
11. Place handmade paper between two sheets of plain paper.
    Sandwich between layers of dry newspaper. Weight.
    Change newspaper daily. Handmade paper takes several days to dry.

EXPERIMENTS

- Blend one color of paper until smooth, then add pieces of another color and blend for a SHORT period of time. The result - flecked paper.

- Add tiny bits of colored embroidery floss to pulp.

- Add glitter to pulp or cut up a clean foil margarine wrapper and blend with pulp to create glittery paper.

- Use cookie cutters to make shaped paper.
  - ◊ Place cookie cutter on mold.
  - ◊ Pour pulp inside cookie cutter.
  - ◊ Carefully remove cookie cutter.
  - ◊ Continue with step 7.

INTRODUCTION

ONCE UPON A PLANET . . . I took on the task of writing this manual for the 1995 Texas Reading Club. Just as we are all a part of the planet, so shall we work together to make *Once Upon a Planet* . . . a memorable program for children, families, and staff. Hopefully these memories will be happy ones that leave all involved with a sense of accomplishment and a growing appreciation for this planet we live on, planets we can see in the heavens, worlds we can explore in our minds, and the many worlds to. which literature takes us. I sincerely hope this manual will be useful in the journey ahead.

GOALS AND OBJECTIVES

In writing this manual I have attempted to:

- Provide a Reading Club that explores a variety of book-based media in order to help children and their caretakers learn the importance of reading and to gain a love of stories, information, and language.
- Present a means by which caretakers and older siblings may take an active part in a child's Reading Club experience.
- Provide a practical and usable manual which library staff and volunteers may use in its entirety or to build on ideas of their own.
- Provide a manual that is flexible both in its scope as well as in its presentation.
- Provide programs that promote reading on the individual, as well as the family, level.

CONTENT AND FOCUS

This manual is primarily designed to present you with a variety of ideas, books, audiovisual material, and activities which can be shared at the library or at home as a family.

Preschool Library Programs

Library programs targeted for the ***Toddler and Preschooler*** provide:

- Lists of books to share
- Fingerplays and Action Rhymes
- Flannel board stories and patterns

School-age Library Programs

Library programs targeted for the *School-age* provide:

- Lists of books to share
- Booktalks, Read Aloud Books Excerpts, Interactive Stories, Interesting Facts etc.
- Songs, poems, jokes, etc.

Library Activities

Library activities for *All Ages* are combined but indicate appropriate age level or suggest changes to make the activity age-appropriate. These activities include:

- Recommended audio/visual materials
- Puppet Shows
- Craft Ideas
- Small Group Activities
- Large Group Activities
- Handouts

Family Fun

Family Fun programs are presented in a one-page format that can be copied for distribution to participating families. This format consists of:

- Recommended books for all age levels
- Family fun ideas
  Recommended family films related to the theme
  Activities & crafts for the entire family

If any of the suggested books or films are not available, white out those titles and replace with others more suitable for your individual library needs. The page may then be copied for distribution to participants.

MAKING THE MOST OF THIS MANUAL

The 1995 Texas Reading Club Manual, **Once Upon A Planet . . .** is separated into two ***divisions***:

- ***Once Upon This Planet***
  The planet Earth, how we impact it, and what we can do to make this world a better place.
- ***Once Upon Another Planet***
  Other planets and worlds (real and imaginary) found in the day or night sky, or in our imagination. There is also a learn storytelling and the images created as we begin, "Once upon a time."

Each division contains four *approaches*:

Once Upon This Planet	Once Upon Another Planet
• ***Explore It*** (Nature Appreciation)	• ***Find One*** (Outer Space)
• ***Treasure It*** (Environmentalism)	• ***Read One*** (Literary Worlds)
• ***Live It*** (Citizenry)	• ***Create One*** (Imaginary Worlds)
• ***Remember It*** (History)	• ***Hear One*** (Stories through the Ages)

Each approach is divided into two *themes*:

Once Upon This Planet	Once Upon Another Planet
Explore It	Find One
Room to Roam (Country Appreciation)	***From A Distance*** (Stars and Planets/Aliens)
Red Light Green Light (Urban Appreciation)	***Pictures in the Sky*** (Constellation Myths)
Treasure It	Read One
Round and Round (Recycling & Conservation)	***Behind the Cover*** (Books/Literary Worlds)
Forever Mine (Endangered Species)	***It Can't Be Real*** (Imaginary Characters)
Live It	Create One
Hold My Hand (Friends & Family)	***If I Could Make the World*** (Imagination)
Around the Town (Community & Diversity)	***Dreamland Express*** (Dreams)
Remember It	Hear One
When Grandmother Was Young (History)	***Once Upon Time*** (Fairy Tales)
Texas Trails and Tales (Local History)	***Would You Believe*** (Tall Tales)

Each program contains material for one hour of programming. This estimate is based on the choice of one item from each category (book, fingerplay, song, and one or two library activities, especially for the school age programs). You may choose one of the major *divisions*, one *theme* from each *approach*, or any combination of *themes* for your desired length of Reading Club. If your programs are longer than one hour, consider combining more than one item or combining *themes*. If your time frame is shorter, eliminate activities as needed. In other words, use whatever suits your time frame, library environment, and desired focus.

FIRST STEPS IN PLANNING

Before you begin to set down your goals and objectives for the 1995 Reading Club, quickly review your notes from last year. Learn from your successes and failures. What worked and didn't work last time in terms of the following:

- community and staff support
- publicity and promotion
- registration
- incentives and awards
- record-keeping system
- opening and closing events
- special guests
- volunteers
- length of programs
- times of programs
- materials and crafts selected

Seek out and listen to comments made by staff and parents. (If you don't have notes on this, don't be afraid to ask -- if they remember something from a year ago, it must be important enough to be taken into consideration.) Sit down and brainstorm with all those involved in last year's program; build on one another's memories and ideas. Using what you have learned, set down your goals and objectives for the program. Determine a new plan of action for each aspect stated above to make this program better than the last.

Some libraries gather all pertinent items into a packet of information which might include:

Reading Program Rules and Guidelines
Reading Log or Time Record Sheet
List of programs and special events
Suggested titles (age appropriate)
Bookmark from the Texas State Library
Color Sheet or Activity Sheet
Information about your library (how to get a library card, hours, etc.)

EVALUATIONS

Theme Evaluation: Evaluating each theme as it is completed is crucial to the success of your Texas Reading Program. By taking just a few minutes to complete the evaluation form, each program can be better than the last. See *Sample Forms and Letters* at the end of the manual. You should complete one form for each theme and one form for each Special Guest.

Overall Evaluation: At the end of the program, collect all your program evaluations, talk with parents, children, and staff to find out what they felt were the most successful, fun, and creative elements of your Summer Reading Club programming. Although you can't please everyone, each person looks at the program from a different perspective which can be valuable in the planning process. Get together with the primary library personnel and complete the evaluation which will be sent to you by the Texas State Library. You will be ready for 1996 before you know it!!!

PUBLICITY AND PROMOTION

Review the Texas State Library's publication, Marketing the Texas Reading Club, which was distributed in 1994. If you cannot locate your copy, request a replacement copy by phoning the Library Science Collection at 800-252-9386.

Prepare the following items for copying or printing:

- Bookmarks and Reading Lists designed by your library
- Flyers to be distributed and posted at schools, churches, banks, grocery stores, restaurants, day-care centers, etc. (Be sure to include - who, what, when, where, and why)
- Registration cards or forms
- Public Service Announcements for radio and television (See *Sample Forms and Letters*)
- News Releases for area newspapers (See *Sample Forms and Letters*)
- Promotion Letter to area schools (See *Sample Forms and Letters*)

Publicity Within the Community

Gaining and Keeping Community Support

- Provide your local newspaper with a list of events, noting events which will provide the best photo opportunities.

- Write letters to the City Council, community leaders, Library Board Members, members of your Friends of the Library Group, etc. inviting them to be a guest "reader" at a program of their choice. For example: The owner of an outdoor equipment store would be perfect for the *Explore It* program! (Make sure they understand they are not there to promote their business.)

- Solicit award donations from local businesses (always give them credit when the award is distributed).

- If you choose the *Live It: Around the Town* program theme, a scavenger hunt which involves contacting or visiting local businesses would increase participants' knowledge of the area. Be sure to contact the businesses before sending 200 children to their business for something that cannot be obtained there.

Promotion and Cooperation with Schools

Contact area teachers prior to the school break; many have vacation break reading requirements which could be incorporated into your program. Don't wait for them to call you. School visits can greatly enhance the participation in your Reading Club. Contact the schools in your area one month before the program and arrange for a presentation at the school.

- Speak with the person in charge of programs -- this may be a person in the main administration office, the principal of each school, or an administrative assistant.
- Often the school librarian can be an important ally to assist in making arrangements and setting up for the program.
- Always get the name and telephone number of the person with whom you arrange the visit.
- Confirm in writing after setting the date and time.
- Call and reconfirm on the day prior to the visit.
- Ask to use school equipment in the presentation, if needed.
- Follow up with a letter with the number of participants (not names) from each school when the Texas Reading Program is completed.

Consider the following factors when setting up the school presentations:

- Amount of staff who will be away from the library. (Consider using volunteers.)
- Presentations at more than one school per day are physically draining on you and difficult to schedule.
- Consider the school's exam, vacation, and daily schedule.
- Insist that you only speak to the number of children you are comfortable with, and/or the space will allow.
- Consider a contest between schools based on number of participants or percentage of participation.

Publicity and Promotion Within the Library

Gaining and Keeping Staff Support

- Keep the library staff informed about all aspects of the program and COMMUNICATE ANY CHANGES as they occur.
- Involve the library staff in the program--invite staff members as special guests to share any talents or experiences.
- Consider sponsoring a Staff Reading Club with incentives, rewards, and most importantly, a party to celebrate the end of the program.
- Listen to the library staff's concerns and suggestions. Their insight is important because they view the program from a different perspective.
- Keep rules, schedule, times, etc. as simple and convenient as possible, i.e., don't lead a safari expedition through the circulation area at a peak check-out time.

Participant Incentives

There are many different ways to keep track of how many books or hours the participants have read during the program. Depending on the focus of your program, try some of these incentive ideas.

Once Upon This Planet

- Make "Foot-Prints" for each hour or book, "walking" among both tall buildings and trees and shrubs. (See pattern in *Appendix F* at the end of this Introduction.)
- Construct a giant tree (one or three dimensional) for each age group to which they can add leaves for each hour/book read.
- Make an outline of a large house on the wall with yarn or paper strips; children can write their names on "bricks" and "build" the house, trying to fill in the outline or add rooms.
- Cut human shapes for each book/hour and let them connect at the hands to go around the library.
- Kids make covered wagons and add spokes to the wheels for each book/hour read or attach additional wagons to make a wagon train.
- Use bar graphs for each child where they "race" themselves in reading vs. conservation projects. Just as the child earns one point for each book/hour read, the child earns points for each conservation project. Depending on how your library tracks time/books, make a similar chart for conservation projects.

Points	Project
1	Make a recycling bin (point earned for each bin made)
1	Trip to the recycling center
1	1 lb. cans, newspaper, glass, etc. to be recycled
3	Compost pile made
1	Each tree planted
2	Bag of clothing or other items given to charity
1	Each letter written to a company or restaurant encouraging cardboard or paper packaging
1	Each letter written to government agencies and representatives supporting environmental policy

Once Upon Another Planet

- Create large doorways into different literary worlds (OZ, Narnia, etc.). (Doors could look like book covers.) Use "Foot-Prints" for each hour/book read to travel through the literary lands. (See pattern at the end of this Introduction.)

- Have each child bring a jar from home and give out little bags of different colored sand for each hour/book (colors may be repeated). The sand is poured into jar, one color at a time, to create colorful layers.

- Add stars for each hour/book to a Solar System on the wall or hanging from the ceiling.

- Create a giant castle with drawbridge (one or three dimensional). Children may write names on sea monsters to put in moat (one age group) and dragons in the tower (another age group). This requires a large wall area.

Prizes And Awards

Depending on your library's philosophy on giving rewards as the participants reach a certain number of hours/books read, you may wish to consider the following prizes and awards which will tie into the program theme. A list of suppliers of such prizes is included here.

Explore It:	Plastic bugs and spiders; little magnifying glasses; safari hats; notebooks to write exploring notes or journal
Treasure It:	Forest Service or local nursery may have saplings that they will donate; plastic animals (especially endangered); small treasure boxes for nature treasures
Live It:	Family tickets to community events; friendship bracelets (made in craft time or by volunteers in advance); donations from local business (key chains, pencils, etc.); party with community helpers
Remember It:	Tickets to museums or local archives; have pictures taken of children during programs or with a thematic backdrop; replicas of old coins; Polaroid photos of children's projects
Find One:	Provide tickets to an observatory; star stickers; toy kaleidoscopes; bookmarks with spaceships; stars; etc.
Read One:	Paperback books; coupons to extend a video checkout by one day or to excuse a determined $ fine; bookmarks
Create One:	Grab Bags or Surprise Bags; crayons and pencils; small toys (not too small or the younger children will try to eat them) -
Hear One:	Cassette tapes of staff or volunteers reading tall tales or fairy tales; story-telling tapes; photocopy of a story; finger puppets

Suppliers of Gifts, Prizes, Awards, Incentives:

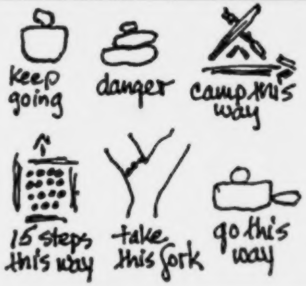
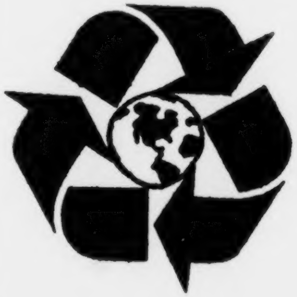
ADVERTshirtMENT, PLUS! Friends of the Amarillo Library P.O. Box 2171 Amarillo, TX 79189	**Stickers, buttons, and magnets** • "Trailblazers, Stargazers" *Texas Reading Club* • "Animal Antics" *Texas Reading Club*
DEMCO P.O. Box 7488 Madison, WI 53791-9955 800-356-1200	**Bookmarks** • Nature Bookmarks • North American Songbird Endangered Species Collection • Endangered Species Bookmark sets **Book bags** **Posters** • North American Endangered Wildlife Poster • Our Environment Poster **Videos, Books, Kits, etc. on the Environment**
Effective Promotions 670 Pawling Ave. Troy, NY 12180 518-274-0291 FAX 518-274-0290	Energy conservation coloring books imprinted with your library's name and address. 150 minimum order at $.72 each.
KIPP Brothers, Inc. 240-242 So. Meridian St. P.O. Box 157 Indianapolis, IN 46206 317-634-5507 800-832-5477	**Toys, Carnival and Party Items**
National Arbor Day Foundation 100 Arbor Ave. Nebraska, NE 68410	Offers a variety of trees, plants, and flowering bulbs at low prices. Catalog available.
Really Good Stuff A Division of FILMIC ARCHIVES The Cinema Center Botsford, CT 06404 800-366-1920 Fax 203-268-1796	**Posters, Bookmarks, Book bags, Mugs, Buttons and Stickers** • Wildlife & Their Habitats: Jungle • Wildlife & Their Habitats: Forest/Wetlands • "Borrow and Return -- Recycle Reading" • "Moon, Myth & Legend"

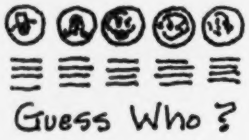
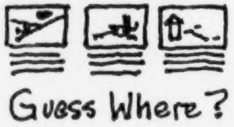
Sherman Specialty Co. P.O. Box 401 Merrick, NY 11566-0401 800-645-6513	**Carnival and small prizes**
Soundprints 165 Water Street P.O. Box 679 Norwalk, CT 06856 800-228-7839	**Wildlife Books, Cassettes, Stuffed Animals** Sold as a set or individually
UPSTART W5527 Highway 106 Fort Atkinson, WI 53538-0800 800-448-4887 Fax 800-448-5828	**Bookmarks** • Endangered Species • Earth Smart **Book bags** • Explore with Books
US Toy Co. Inc. 1927 E. Beltline Rd. Carrollton, TX 75006 214-418-1860 MO office 800-448-5634	**Carnival prizes and supplies** Sold by the gross, dozen, or individually
Children's Book Council 350 Scotland Rd. Orange, NJ 07050 800-999-2160	**City and Country Note Cards** **Posters** • Recycle • Rainforest Color-In • Recycle, Reuse, Refust **Read Across America** Poser, T-Shirt, Pencils

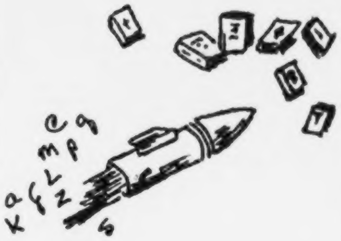
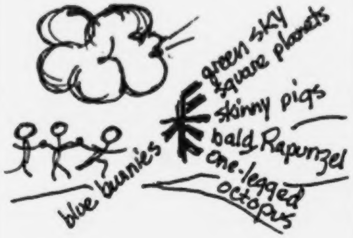
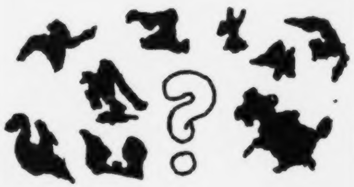
More Ideas To Spruce Up Your Program

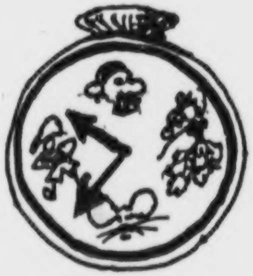
Here are some ideas to spruce up your programs depending on your choice of focus. Bulletin boards could be changed weekly (if you have the personnel and time available); or, you may choose a general bulletin board to change half-way through the program or as often as time allows. Special programs can be scheduled at any time.

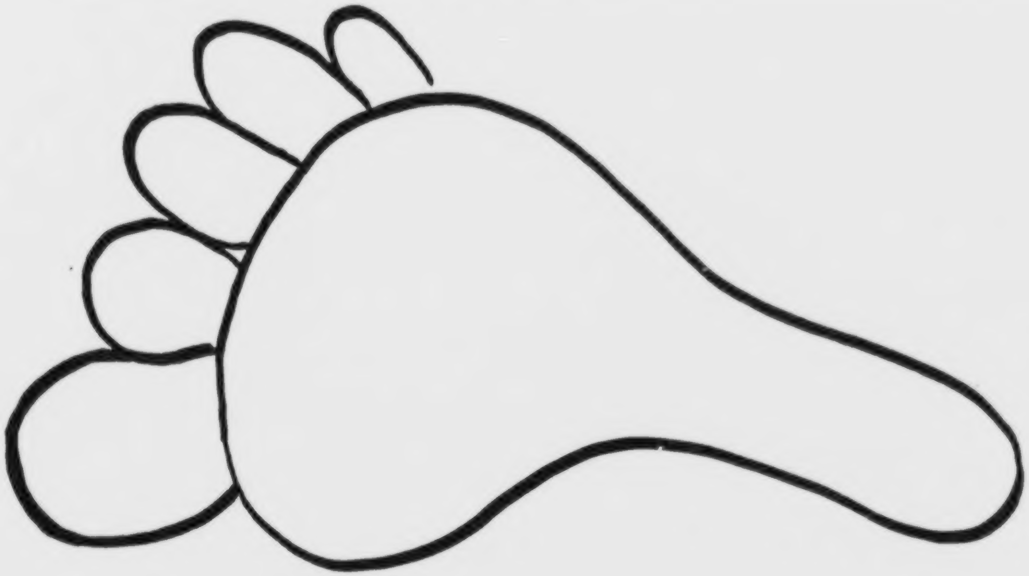
Once Upon This Planet

Program	Special Programs	Bulletin Boards	
EXPLORE IT	- Have the local police and/or crime or fire department speak on personal safety and prevention or an archeologist speaker for a family program. - Fill a sand box with sand and hide toys in it for the children to discover.	- Bulletin Board with Trail Signs: Your entire library layout may be integrated by using the trails to lead patrons to the different areas of the library.	 keep going danger camp this way 15 steps this way take this fork go this way
TREASURE IT	- Start a recycling project at the library and use the money to purchase books and materials. - Have a speaker talk on simple ways a family can protect the environment. - Plant grass or plants around the library to enhance its appearance. - Sponsor a panel discussion with area leaders (Farmer, Construction Worker, etc.) to discuss how conservation projects benefit or affect them.	- "Find a Way to Save the Earth": Picture of the Earth with recycle arrows going around it. - "Find Your Roots:" Cut out and label plants of the area. - "Trash Attack:" Have children pick up trash around the library and pin on the board...it won't be a pretty board, but it will make patrons aware.	

LIVE IT	• Invite community leaders to participate by reading books aloud and/or speaking on their unique jobs. • "Bring-a-Friend Bash" about encouraging children to bring someone to the party whom they would like to introduce and tell about. • Prepare a display of international comics, dolls, stamps, money, etc. which can be discussed by a speaker from that country.	• Hang a map of your town on the wall and have each child place a pin where his/her house is located. (This is a great way to discover the area of town in which your patrons live.) • "Our Town Reads:" Display pictures of local heroes and leaders with a favorite book. (This would be a localized version of the ALA posters.)	 Pecos River Rt. 66 Kit Carson Street library 43rd Street
REMEMBER IT	• Sponsor an Adopt-a-Grandparent program, inviting some elderly patrons to share their memories or read aloud to the children. • Have a cowboy poet come and read some original work. • Ask a local quilt making club to come and demonstrate their craft.	• "Remember When" or "Guess Who:" Display childhood photos of people from your town and library staff. • Hang up big maps of Texas and let the children put a pin wherever they have visited. • Hang up maps of the U.S. and the world and let children indicate with pins where their parents and grandparents are from.	  Guess Where?

Program	Special Programs	Bulletin Boards	
FIND ONE	• Have a star-gazing party at the library. Find someone with a telescope to add to the fun. • Have a constellation costume party at the end of the section and dress as mythical character or as stars.	• "Take Off With a Book:" Show a large rocket, blasting off to the stars with letters at random coming out of the bottom and books overhead. • "Reading Stars:" Show stars with each child's name on them. • ∀Reaching for New Worlds:" Show a hand reaching for a planet.	
READ ONE	• Take a magical trip through a literary land with staff or volunteers acting out the characters in the book. • Invite a theater to perform a play that has been adapted from a book. • Show a film or video of a book that has been used in your program.	• "Destination: Imagination!:" Road signs show the way to adventure. • "If You Can Dream It, You Can Read It:" Show a child sleeping or daydreaming with characters and book titles floating overhead. • "Reaching for New Worlds:" Depict a hand reaching for a book.	 green sky square planets skinny pigs bald Rapunzel one-legged octopus blue bunnies
CREATE ONE	• Invite a mime to perform. • Have the family create a practical invention and have an "Invention Convention" to display them.	• "Do You See What I See?" Using big ink blots surrounding a huge question mark in the middle of the board, have children label the blots according to their own perceptions.	

Program	Special Programs	Bulletin Boards	
HEAR ONE	• Invite a storyteller or story weaver to tell stories. • Have a medieval lunch, banquet, or snack time inviting the children to dress as princes and princesses.	• "Once Upon a Time:" Make a giant clock with fairy/folk tale characters for numbers. • Display children's written and illustrated tall tales. • "How Tall was Paul?" Surround with giant toothbrush, fork, etc. • Make a large storyteller doll with kids named according to your own group.	



VOLUNTEERS

Volunteers working with your Texas Reading Club can make your life easier or even more complicated. No matter how you view them before the program begins, by the end of the program you will have discovered who is willing to work, who has hidden talents, and who is capable of creatively challenging you, the children, and/or the staff. To gain the most from your volunteers, consider the following tips:

- Treat every volunteer with respect--they are willing to give you their time, give them your respect in exchange; it may be the greatest reward they receive.
- Each volunteer has something to offer your program--if they do not seem happy with the tasks set before them, don't be afraid to find something which "better suits their talents."
- Take the time to discover how each volunteer expects to enhance your program; you may be surprised at their expectations.
- Keep each volunteer busy--idle volunteers feel they are wasting their time which may lead to absenteeism.
- Take the time to explain the relevance of their work--for example: straightening the children's section after each program may seem like busy work to them, but enables you to quickly find requested books and enhances the appearance of the library, as well as the community's perception of the program.

For a volunteer program to be successful each volunteer must have:

- a clear idea of what is expected of him/her in terms of duties, schedule of events, and volunteer time
- a good understanding of all aspects of the program (children and parents will be asking questions concerning record keeping, program times, and incentives, etc.)
- a general understanding of the procedures and policies of the library
- appropriate recognition of their time and effort

Possible tasks for Volunteers:

Prepare crafts for the younger groups
Color and trace bulletin board displays
Keep records of hours/books
Follow-up publicity to newspapers, etc.
Prepare and distribute incentives
Help organize games and activities
Maintain shelves
Crowd control during programs

Assist children with bathroom trips
Puppet teams
Maintain orderly seating
Assist with school tours
Distribute flyers around the community
Prepare certificates
Send thank you notes to guest speakers and community leaders

Youth Volunteers

Youth volunteers differ from adult volunteers in that they may require more supervision than you can provide. Be sure to set guidelines concerning visiting "volunteers" (i.e., boyfriends or girlfriends), and when and where volunteers can eat or drink. Encourage participation in the programs (if the children see they are having fun, they will be more likely to join in). Often these youth volunteers have younger siblings who are participants in the program. Let them know their siblings should get no special treatment nor extra discipline. Many youth volunteers will enjoy creating displays, coloring bulletin board items, and preparing crafts and can add a special dimension to the program.

If the youth volunteers choose to participate in the reading program or family programs, their progress and enthusiasm can greatly increase participation among their younger siblings, and enhance parental involvement.

Rewards

Be free with your expression of respect and appreciation toward all volunteers. They will be more inclined to cooperate and to offer assistance if they feel they are needed and wanted by the library staff and program participants.

A get-acquainted party and/or training session at the beginning of the program will allow volunteers to get to know each other and to build a cohesive, enthusiastic group of helpers. Don't be afraid to play "silly" get-acquainted games.

While presenting a well organized and clear volunteer program, focus on their enjoyment of the program rather than the tasks and schedules you hope they will complete. If they know they can have fun while they utilize their talents and time, they will be eager to assist in any way they can.

At the end of the program, publicly acknowledge those who have helped to make your program a success. Discuss the number of children who participated in the program, how many crafts were completed, books checked out, even how many messes were cleaned up (a little bit of humor never hurt anyone). Numbers can impress and sometimes instill a sense of pride in parents and volunteers.

Recognize your volunteers with as much enthusiasm as you recognize the program participants. Consider giving recognition for volunteer hours at regular intervals throughout the program. A recognition party at the end is a nice way to conclude the volunteer program. A certificate of appreciation is included in the clip art section of this manual.

Additional information on volunteers is available from the Texas State Library consulting staff at (512) 463-5465.

ORGANIZATIONS AND PUBLICATIONS

Children's Periodicals

Falcon Falcon Press Publishing 48 N. Last Chance Gulch Helena, MT 59624-1718 800-582-2665	Designed for young conservationists and published bi-monthly, this magazine includes articles, tips on how kids can get involved, "Wildthing" trading cards, and activities. (Ages 8-12)
Ladybug P.O. Box 592 Mount Morris, IL 61054-7824 800-827-0227	Stories, poems, songs, games, and activities are included in this beautifully illustrated magazine for toddlers and preschoolers. Also by this publisher, see *Spider* and *Cricket* for older age groups.
Odyssey P.O. Box 1612 Waukesha, WI 53187-9950	Magazine for young people with articles, games, charts, etc. centered around a space theme.
Ranger Rick National Wildlife Federation 1400 Sixteenth St., NW Washington, DC 20036-2266	Children's magazine includes articles and games which emphasize wildlife, conservation, and environmental themes. (Ages 6-12)
National Geographic World P.O. Box 2330 Washington, DC 20078-9955 800-638-4077	Articles about plants and animals and the habits and habitats of each. (Ages 6-13)
Your Big Back Yard National Wildlife Federation 1400 Sixteenth St., NW Washington, DC 20036-2266	This monthly magazine includes photographs, word recognition, and number identification designed to foster nature appreciation. (Ages 3-5)

Organizations & Resources

Center for Marine Conservation 1725 DeSales St. NW Washington, D.C 20036 202-429-5609	Small dolphin coloring book (first 25 free; over 25 are 25¢ each). Whale mobile to color (same price).
Children's Alliance for Protection of the Environment, Inc. (CAPE) P.O. Box 307 Austin, TX 78767 512-476-2273	Publication *Many Hands* written by children and issued quarterly. Many projects, programs, and opportunities for children to become involved with changing environmental attitudes.
Children's Earth Fund American Conservation Association, Inc. 40 West 20th Street New York, NY 10011	Publication: *Plan It For The Planet News*
Friends of Animals Dept. 228, P.O. Box 120016 Stamford, CT 6912-0016	Easy to copy fact sheets on 14 topics. Animal topics include "Product Testing," "Koalas," "Finding a New Home for a Dog or Cat," and "Factory Farming."
National Energy Information Center, EI-231 Energy Information Administration Room 1F-048; Forrestal Bldg. 1000 Independence Avenue, SW Washington, DC 20585 202-586-8800	Provides an annotated publication of energy-related resources for kindergarten through 12th grade entitled *Energy Education Resources.*
Nature Conservancy 1815 North Lynn Street Arlington, VA 22209 703-841-5300	Information concerning endangered or threatened species in your area.

Project Learning Tree American Forest Institute Inc. 1619 Massachusetts Ave. NW Washington, DC 20036	Provides activities on forest-related topics for elementary and secondary ages.
Reynolds Metals Company Consumer Products Division Richmond, VA 23261-7003	Provides free packets to help start a recycling programs.
Sierra Club Environmental Education Committee c/o Pat Suiter Box 557953 Miami, FL 33255	For $6, Green Guides cover 67 topics related to the environment and ecological issues.
Smithsonian Institution Arts and Industries Building Office of Elementary and Secondary Education Room 1153 MRC 402 Washington, DC 20560	Free kits contain games, stories, hands-on activities, reading lists, etc. focusing on Smokey the Bear, woodland habitats, and what kids can do to protect natural resources.
Texas General Land Office 1700 North Congress Austin, TX 78701 512-463-5001	Has a series of tapes about recycling and landfills which can be borrowed and copied, for the cost of return postage.
U.S. Government Printing Office Superintendent of Documents Washington, DC 20402	A 24-page "Endangered Species Coloring Book: Save Our Species," has illustrations of endangered species in their natural habitat. Includes interdependencies. Include title and order # S/N 0555-000-00882 and check for $1.75.

Other Environmental Organizations:

Animal Protection Institute of America
P.O Box 22505
Sacramento, CA 95822

Bat Conservation International
P.O. Box 162603
Austin, TX 78716

Citizens for a Better Environment
33 East Congress, Suite 523
Chicago, IL 60605

ECO-KIDS Club
c/o Animal Rehabilitation Center Inc.
P.O. Box 629
Midlothian, TX 76065

Environmental Action
1525 New Hampshire NW
Washington, DC 20036

Friends of the Earth
530 7th Street SE
Washington, DC 20003

Greenpeace
1436 U St. NW
Washington, DC 20009

Kids Meeting Kids
c/o Mary Sochet
380 Riverside Drive
New York, NY 10025

National Audubon Society
645 Pennsylvania Ave. SE
Washington, DC 20003

National Wildlife Federation
1412 16th St. NW
Washington, DC 20036

Orphaned and Injured Wildlife Inc.
Rural Route Box 5650
Spirit Lacke, IA 51360

Rainforest Action Network
466 Green Street, Ste. 300
San Francisco, CA 94133

World Wildlife Fund
1250 24th St. NW
Washington, DC 20036

Computer Networks and Software:

CLASSROOM EARTH BBS - A free online information resource funded by NASA, this service is concerned with global environmental change and education. The service also allows the exchange of lesson plans and resource materials.

With any PC and Modem: Dial 517-797-2737
From an Internet Connection: Telnet classroom_earth.ciesin.org_2010

The Amazon Trail: *(Grades 5-12)* This adventurous survival game focuses on the geography, ecology, and regional issues of the Amazon River. Another game put out by MECC is *The Oregon Trail* which is frontier-related. Contact: MECC; 6160 Summit Dr. North; Minneapolis, MN 55430-4003; 800-685-6322.

Animals and How They Grow: *(PreS-Grade 3)* Integrating science with reading, this program is in book format and allows children to focus on the characteristics of mammals, birds, reptiles and amphibians, and insects. From the *Wonders of Learning CD-ROM Library.* Contact: National Geographic Society; 1145 17th St. NW; Washington, DC 20036-4688; 800-368-2728.

In the Company of Whales: *(Grades 4-12)* Excellent video clips, indexing and topic searches aid in the study of marine animals, their environments, and their historical interaction with man. From *The Discovery Interactive Library Series.* Contact: Coronet/MTI Film and Video; 108 Wilmot Road; Deerfield, IL 60015; 800-777-8100.

Redshift: *(Grades 7-12)* This tremendously flexible program offers the chance to explore the galaxy and to view the constellations from any angle and to track the paths of planets, moons, comets, asteroids and other objects. Contact: Maxis, 2 Theatre Square; Suite 230; Orinda, CA 94563-3346; 800-336-2947.

Where in the World is Carmen Sandiego?: *(Grades 4-8)* These computer games take the player on imaginative mystery searches for Carmen Sandiego and her gang. These games are excellent tools for teaching international history, language, geography, astronomy, and many other aspects about the world. Contact: Broderbund; 500 Redwood Blvd.; Box 6125; Norvato, CA 94948-6121; 800-521-6263.

Programs in this series include:

Where in SPACE is Carmen Sandiego?
Where in AMERICAN PAST is Carmen Sandiego?
Where in the USA is Carmen Sandiego?
Where in TIME is Carmen Sandiego?

Ecoquest: The Lost Treasure of the Rainforest. *(Grades 4-8)* This game takes the player on a quest with a talking bat and a pair of otters who are searching for a secret that can save the rainforest. Contact: Sierra On-Line, Inc. P. O. Box 485, Coarsegold, CA 93614, 800-757-7707.

ONCE UPON THIS PLANET: Explore It

Room to Roam

Preschool Library Programs

Toddler Books to Share

Carle, Eric. *Very Hungry Caterpillar.*
Fleming, Denise. *Count!*
Florian, Douglas. *Nature Walk.*
Hutchins, Pat. *Good Night Owl.*
San Souci, Daniel. *North Country Night.*

Preschool Books to Share

Brenner, Barbara, ed. *The Earth is Painted Green.*
Carter, Ann, comp. *Birds, Beasts and Fishes.*
Fleming, Denise. *Barnyard Banter*
In the Small, Small Pond
In the Tall, Tall Grass
Lunch.
Rylant, Cynthia. *Night in the Country.*
Thornhill, Jan. *A Tree in the Forest.*
Wilkes, Angela. *My First Nature Book.*

Finger Plays and Action Rhymes

Off I Go A-Fishing

Off I go a-fishing, a-fishing, a-fishing,	*Walk in place -- hand in holding position on shoulder.*
Off I go a-fishing	
To the sparkling brook.	
I hope there is a big one, a big one, a big one,	*Hands face each other held wide apart.*
I hope there is a big one	*Fingers and thumb pinch together a few times quickly.*
To nibble on my hook.	
First I cast my line in, my line in, my line in,	*Arm makes casting motion.*
First I cast my line in	
And hold the pole so tight.	*Hand in tight holding position.*
Watch the bob go under, go under, go under,	*Hand, fisted, bends up and down at wrist.*
Watch the bob go under --	
I think I've got a bite!	*Hand ducks way down, Sharply.*
Now I start a-reeling, a-reeling, a-reeling,	*Hand does reeling motion.*
Now I start a-reeling,	
This fish must weigh a lot!	*Hand pulls back hard.*
Here it comes a-wriggling, a-wriggling, a-wriggling,	*Both hands together held out --*
Here it comes a-wriggling --	*Wriggle them toward body.*
Just see what I have caught!	*Hold up fish proudly.*

(*Action Plays for Little Hands,* #28)

Flannel Board

Green Grass Grew All Around

Directions: *Cut the felt to the shape using patterns provided. Outline and details may be drawn using a marker pen.*

Presentation: *Singsong (children sing lines in parentheses and everyone sings the chorus). Felt items are placed on board as they are mentioned in the song.*

Song:

1. There was a hole (There was a hole)
All in the ground (All in the ground)
The prettiest hole (The prettiest hole)
That you ever did see (That you ever did see)

Chorus: Oh, the hole in the ground and the green grass grew all around, all around, and the green grass grew all around.

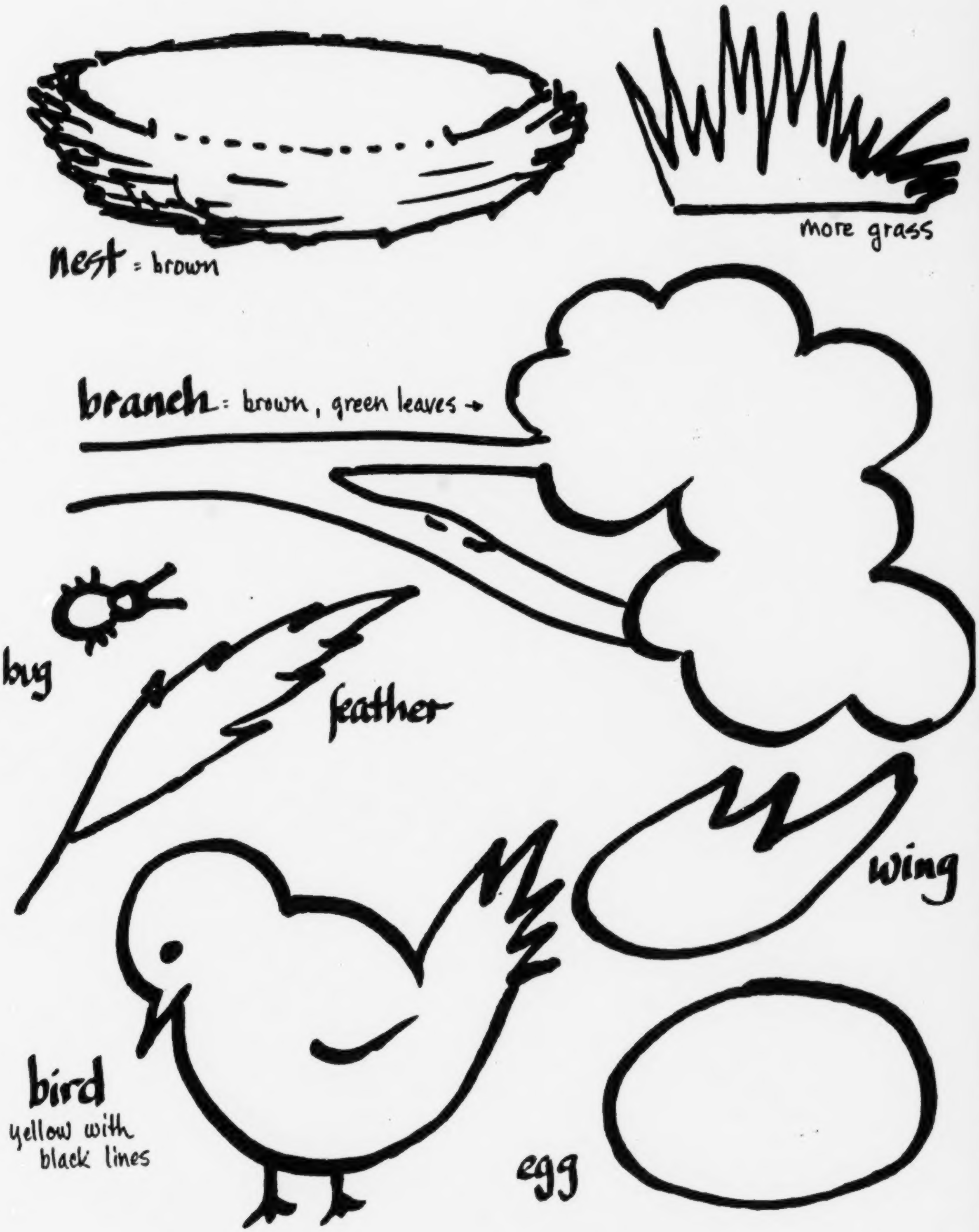
2. Now in that hole (Now in that hole)
There was a root (There was a root)
The prettiest root (The prettiest root)
That you ever did see (That you ever did see)

Chorus: Oh, the root in the hole and the hole in the ground and the green grass grew all around, all around and the green grass grew all around.

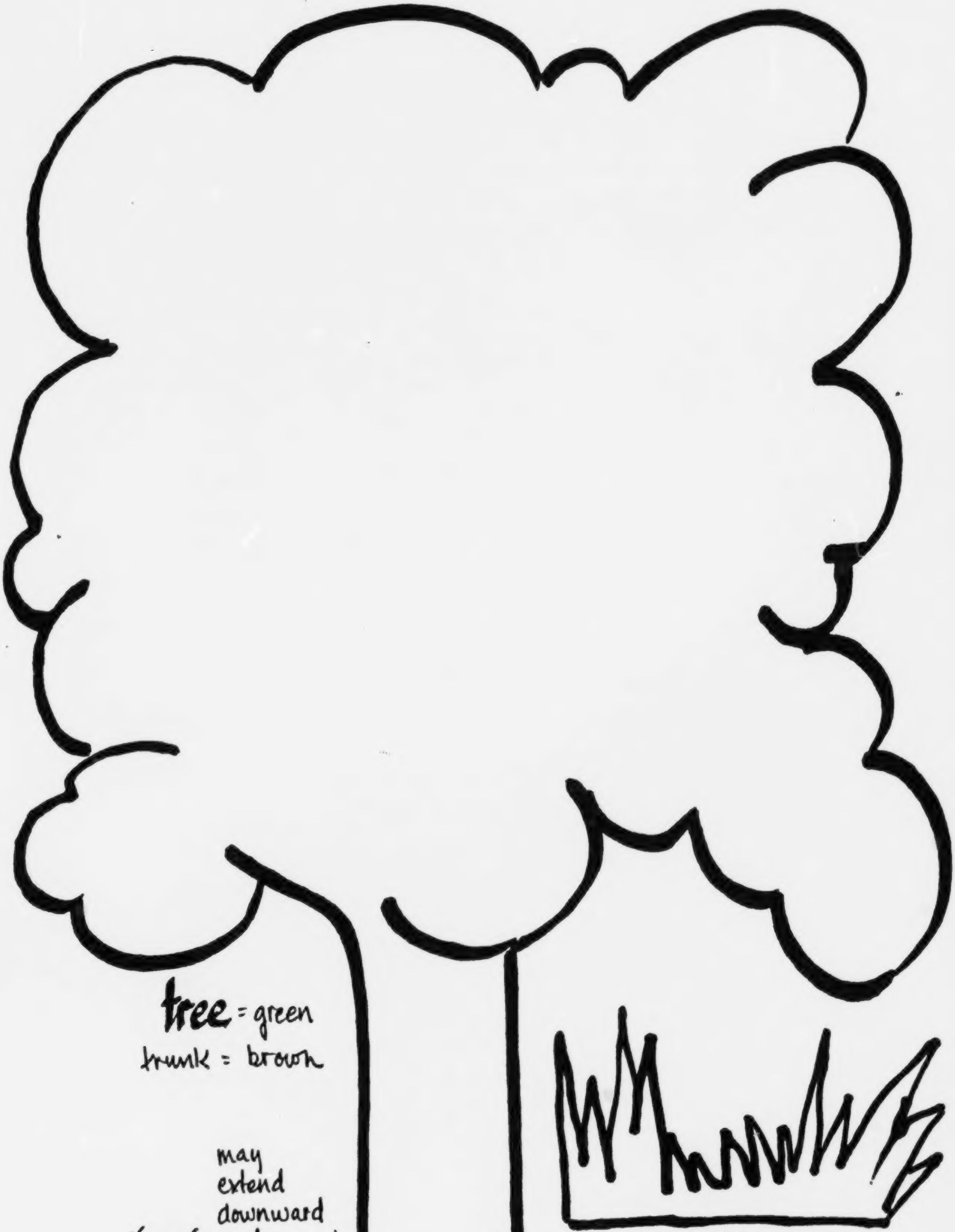
3. Now on that root, there was a tree, etc.
4. Now on that tree, there was a nest, etc.
5. Now in that nest, there was an egg, etc.
6. Now in that egg, there was a bird, etc.
7. Now on that bird, there was a wing, etc.
8. Now on that wing, there was a feather, etc.
9. Now on that feather, there was a bug, etc.

Last Chorus: Oh, bug on the feather, and the feather on the wing, and the wing on the bird, and the bird in the egg, and the nest on the branch, and the branch on the tree, and the tree on the root, and the root in the hole, and the hole in the ground, and the green grass grew all around, all around, and the green grass grew all around!

Flannel Board Patterns: Green Grass Grew All Around


nest = brown
more grass
branch: brown, green leaves →
bug
feather
wing
bird
yellow with
black lines
egg

Flannel Board Patterns: Green Grass Grew All Around

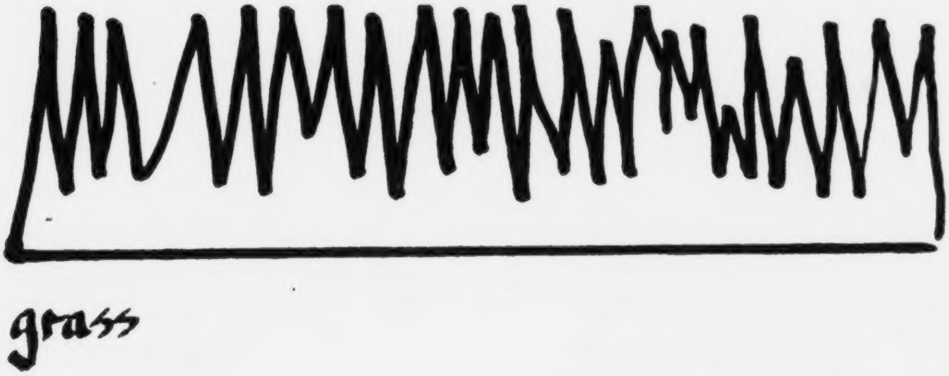


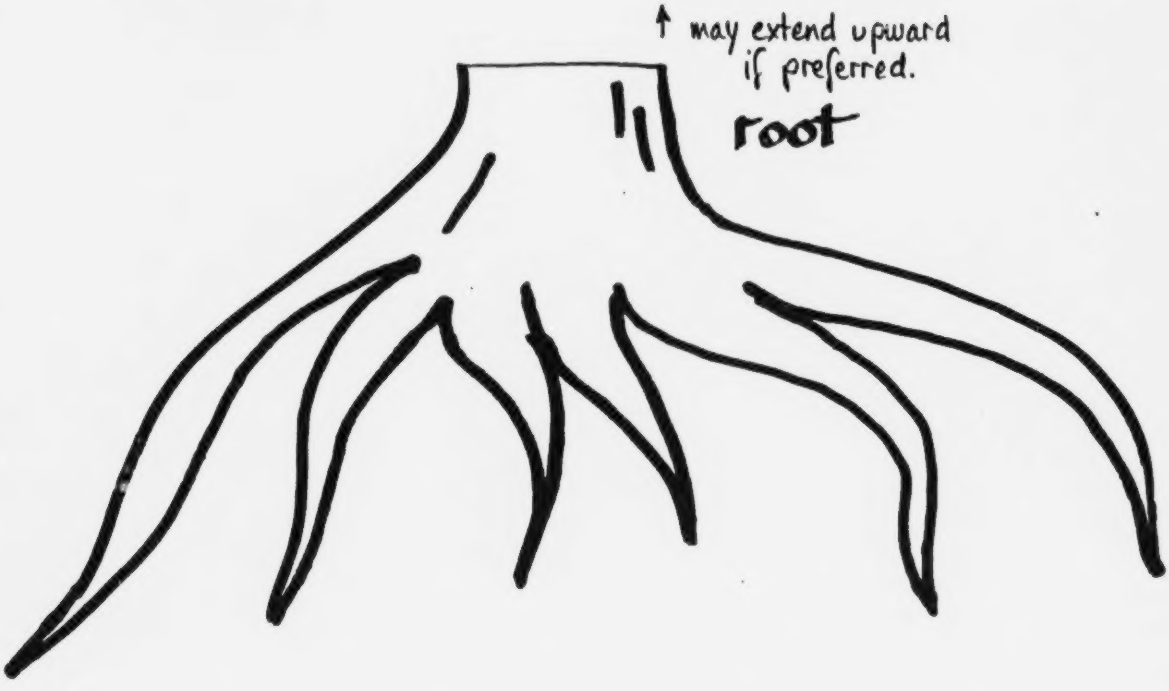
tree = green
trunk = brown

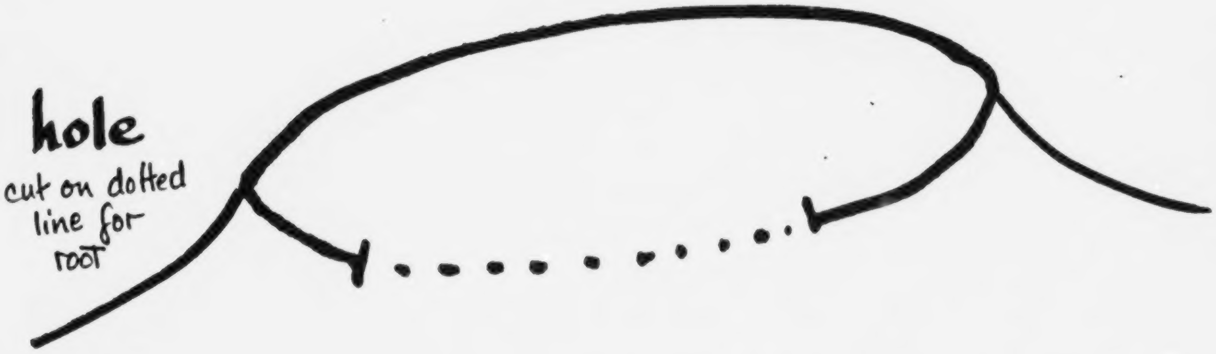
may
extend
downward
if preferred ↓

more grass

Flannel Board Patterns: Green Grass Grew All Around




↑ may extend upward if preferred.
root


hole
cut on dotted line for root

School Age Library Programs

Books to Share

Bowden, Marcia. *Nature for the Very Young.*
Fleischman, Paul. *I am Phoenix: Poems for Two Voices.*
Joyful Noise: Poems for Two Voices.
George, Jean Craighead. *Who Really Killed Cock Robin?*
Haseley, Dennis. *My Father Doesn't Know About the Woods and Me.*
Livingston, Myra Cohn. *Earth Songs.*

Book Excerpt

Excerpt from "Walden"

by Henry David Thoreau

There is commonly sufficient space about us. Our horizon is never quite at our elbows. The thick wood is not just at our door, nor the pond, but somewhat is always clearing, familiar and worn by us, appropriated and fenced in some way, and reclaimed from Nature. For what reason have I this vast range and circuit, some square miles of unfrequented forest, for my privacy, abandoned to me by men? My nearest neighbor is a mile distant, and no house is visible from any place but the hill-tops within half a mile of my own. I have my horizon bounded by woods all to myself; a distant view of the railroad where it touches the pond on the one hand, and of the fence which skirts the woodland road on the other. But for the most part it is as solitary where I live as on the prairies.

(W. W. Norton & Co., 1951. p. 147)

Songs & Poems

Two Pictures

by Annie D. Green (Marian Douglas)

An old farm-house with meadows wide,
And sweet with clover on each side;
A bright-eyed boy, who looks from out
The door with woodbine wreathed about
And wishes his one thought all day:
"O, if I could but fly away
From this dull spot, the world to see,
How happy, happy, happy,
How happy I would be!"

Amid the city's constant din,
A man who round the world has been,
Who, mid the tumult and the throng,
Is thinking, thinking all day long:
"O, could I only tread once more
The field-path to the farm-house door,
The old, green meadow could I see,
How happy, happy, happy,
How happy I should be!"

(*The World's Best Poetry. The Granger Anthology, Series I, Vol. I,* p. 318.)

I Don't Know Why

by Myra Cohn Livingston

I don't know why
the sky is blue
or why the raindrops
splatter through

or why the grass
is wet with dew ... do you?

I don't know why
the sun is round
or why a seed grows
in the ground

or why the thunder
makes a sound ... do you?

I don't know why
the clouds are white
or why the moon
shines very bright

or why the air
turns black at night ... do you?

(*Earth is Painted Green*, p. 6)

Home on the Range

Oh give me a home where the buffalo roam
Where the deer and the antelope play
Where seldom is heard, a discouraging word
And the clouds are not cloudy all day.

Chorus:
Home, Home on the range
Where the deer and the antelope play
Where seldom is heard, a discouraging word
And the clouds are not cloudy all day.

Where the air is so pure and the zephyrs so free
And the breezes so balmy and light
That I would not exchange my home on the range
For all of the cities so bright.

How often at night when the heavens are bright
With the light of the glittering stars
I stand there amazed and I ask as I gaze
Does their glory exceed that of ours.

(*Best Loved Songs of the American People*, p.185)

I'm Glad

Anonymous

I'm glad the sky is painted blue
And the earth is painted green,
With such a lot of nice fresh air
All sandwiched in between.
(*Earth is Painted Green*, p. 2)

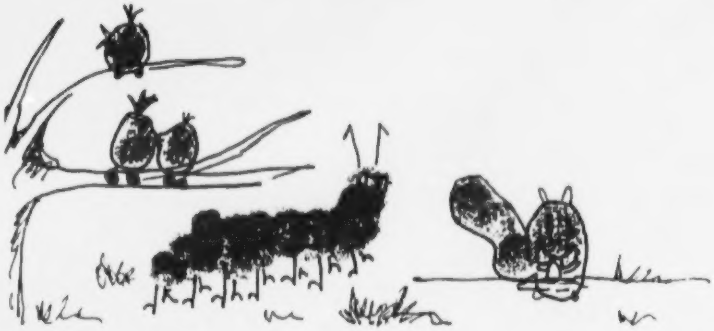
Library Activities

Audiovisuals

Kids Explore America's National Parks. Video. 40 min. *(SA)*
The Man Who Planted Trees. Film. 30 min. *(SA)*
Owl Moon. Film. 9 min. *(PS)*
The Tree. Film. 10 min. *(PS)*

Crafts

1. ***Caterpillar Fingerprints***: Provide paint or ink and have the children use their thumb or finger to make a string of prints next to each other. Add face, antennae, and legs with a pen or pencil. Other animals can be created as well. Use with *Very Hungry Caterpillar* by Eric Carle or another caterpillar book.



2. ***Natural Dyes***: Create dyes from natural plant materials. If you can't find natural plant materials, buy canned or frozen berries or vegetables. Use the dyes to paint on cotton T-shirts, paper, or rocks.

Materials Needed:
plant materials
cloth or paper to dye
large pot and water
wooden spoon

Color:	*Non-poisonous plant materials:*
Yellow	Goldenrod, orange peels, onion skins, marigolds
Red	Cherries, beets
Rose	Willow bark
Purple	Blackberries, blueberries
Green	Carrot tops, spinach, grass clippings
Blue	Red cabbage leaves, sunflower seeds
Tan	Instant coffee, walnut shells, tea leaves

a) Small pieces of plant material may be covered with water in a pot and boiled, with an adult's help, for 5 to 20 minutes depending on how deep a color you want.

b) Strain the mixture by pouring through cheesecloth or the foot section of a pair of pantyhose. Add a tablespoon of vinegar to set the color.

c) Reheat the dye bath in a large pot. Dip pieces of fabric, paper, or yarn into the dye to check the color. If you like it, put the item you are dyeing into the pot of dye and let it simmer. Stir or mix the item so the color is even.

When your item reaches the color you like, rinse it in water. Keep rinsing in fresh water until the water is clear. Spread the item out to dry.

Puppet Show

The Dandelion King

Stick Puppets: *Dandy Dandelion*
Spring King
Harry Horse
Lila (little girl)

Props: *Four Signs: Danger #1, Danger #2, Danger #3, Danger #4*

Dandy Dandelion: *(Sing)* Hail to the king with the golden crown.
(Say) Hail to the king with the golden crown.
(Growl) Hail to the king with the golden crown.

Spring King: Hey, what are you saying? I am the King, the Spring King!

Dandy Dandelion: I was just practicing, sire, in case you wanted to share your title.

Spring King: If I were to share my title with you, you would have to prove you were worthy by confronting four dangers -- and you don't have the guts.

Dandy Dandelion: I am ready to face many dangers to prove my worth.

Spring King: Fine, you will soon be tested. *(Exits the stage)*

(Sign reading: "Danger #1" *pops up and Harry Horse appears)*

Harry Horse: I'm hungry after eating hay all winter. This fresh grass looks great! *(nibbles dandelion)* YUCK!! That tastes terrible, and I didn't even eat much. *(Exits)*

Dandy Dandelion: Boy, that was close. That must have been the first challenge and it nearly chopped me into horse food. It sure is lucky my leaves grow flat against the ground so the horse and other animals couldn't get much of a hold on me. I'm glad I taste bitter too. I wonder what's next! *(loud lawn mower sound from off stage)* What's that noise! Cover your ears and duck kids, here comes trouble! *(*Danger Sign #2 *pops up then down, Lila appears)*

Lila: Vroom, vroom! This lawn mower sure can go fast. *(She races back and forth across the stage with lawnmower vrooming)* Oh, boy, I'll get these dandelions. My father says they're a nuisance and ugly. Vroom, vroom!!

Dandy Dandelion: Oh my goodness, that horrible machine, I can hardly believe I'm still alive after it ran over me!

Lila: Those dandelions just push over and bounce back. I'll just pick all the blooms off for my hat. *(*Danger Sign #3 *pops up then down as she strips the bloom off)* There, that's the end of them! *(Exits)*

Dandy Dandelion: *(Stripped of blossom)* Sorry, no such luck, I can grow new blossoms practically before you can pick them. *(Exits then returns with new blossom)* See, that didn't take long. Here comes the Spring King, won't he be surprised. *(Spring King enters)*

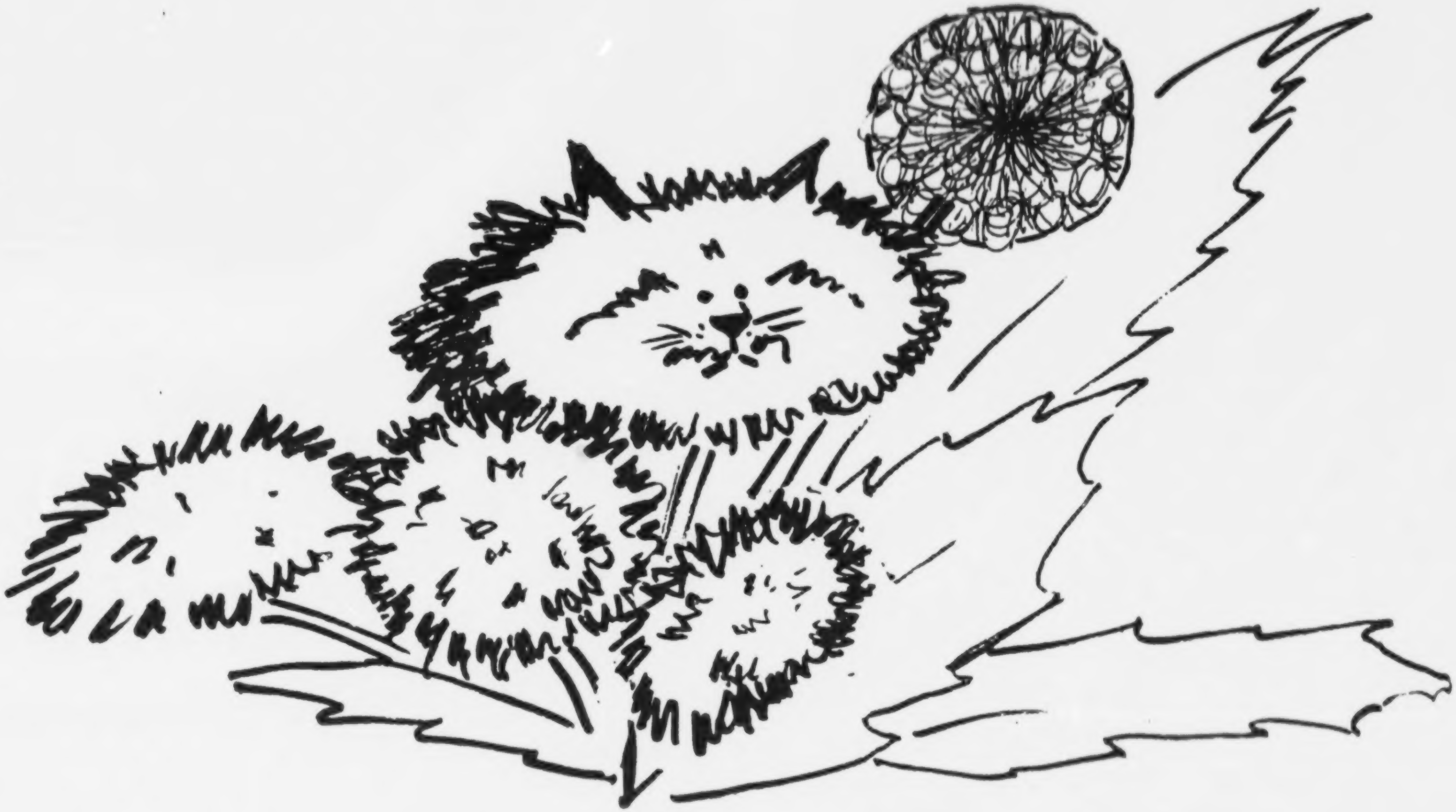
Spring King: Well you have managed to survive the first three Dangers. Aren't you a little thirsty? *(Danger #4 sign pops up then down)* It hasn't rained in days and all the other flowers seem to be drying up and drooping a bit. It won't take long for the heat to finish you off!

Dandy Dandelion: Wrong again, Spring King, don't you know my roots go down far deeper than other plants so when I'm thirsty I can almost always get to water. *(Slurps loudly)* Ahhhh.

Spring King: You certainly are greater than I ever realized! I would be honored to share my title with you. Hail to the King with the Golden Crown! *(Turns to audience)* Join me, Hail to the King with the Golden Crown!

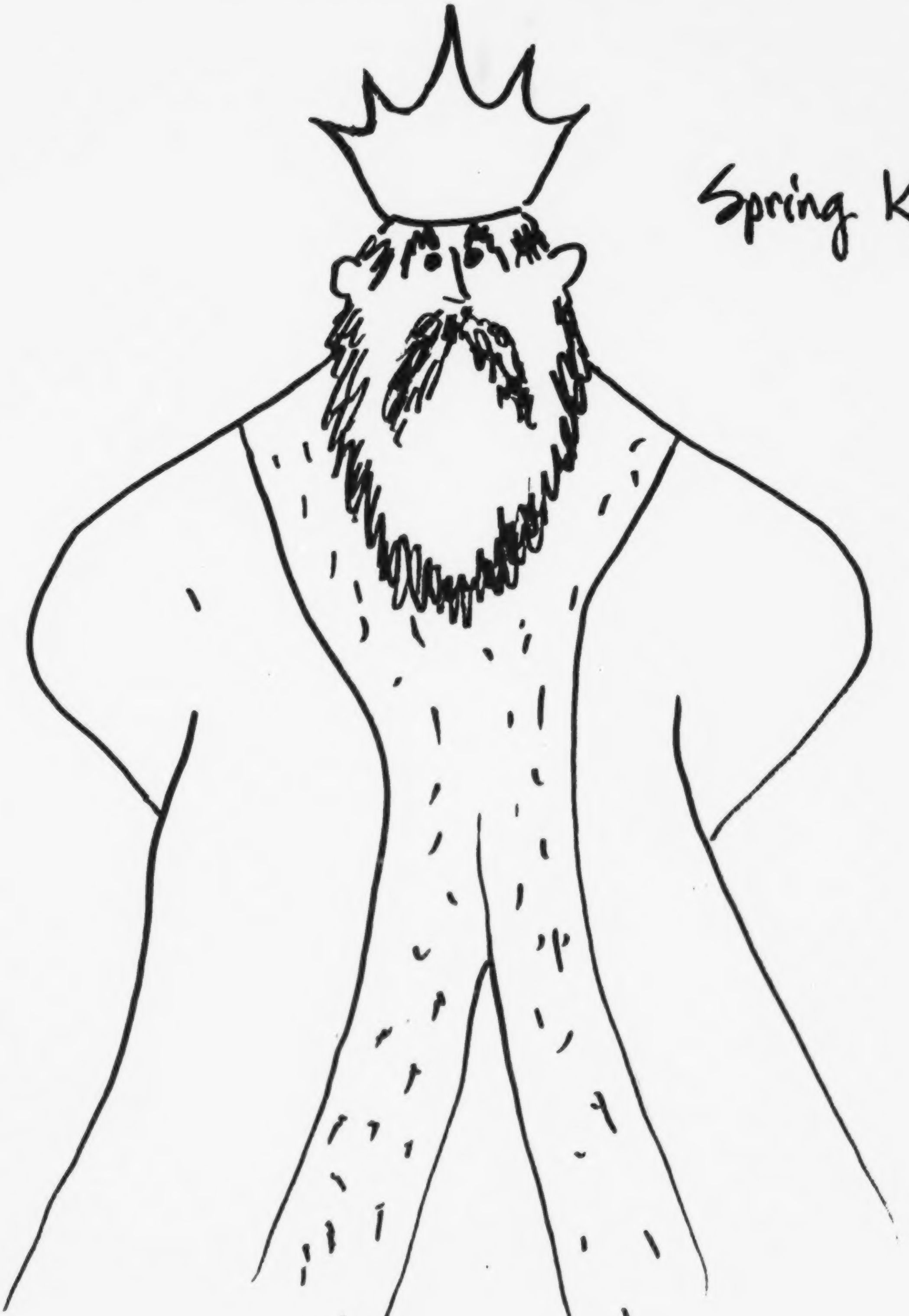
(Adapted from *Hands-On Nature* pp. 220-211)

Puppet Show Patterns: Dandelion King



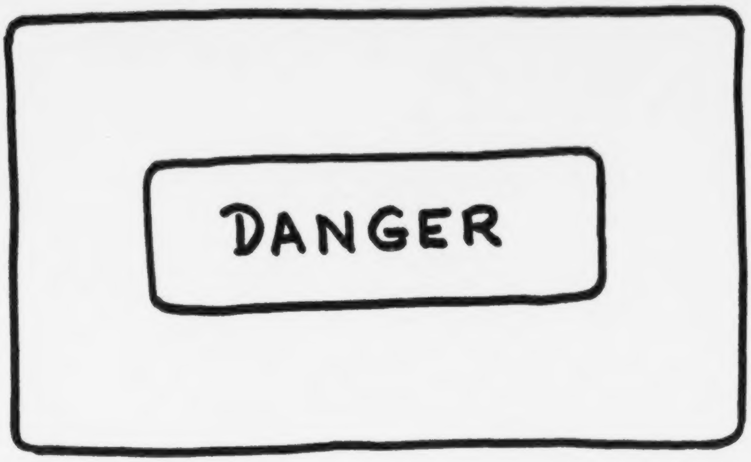
Dandy Dandelion

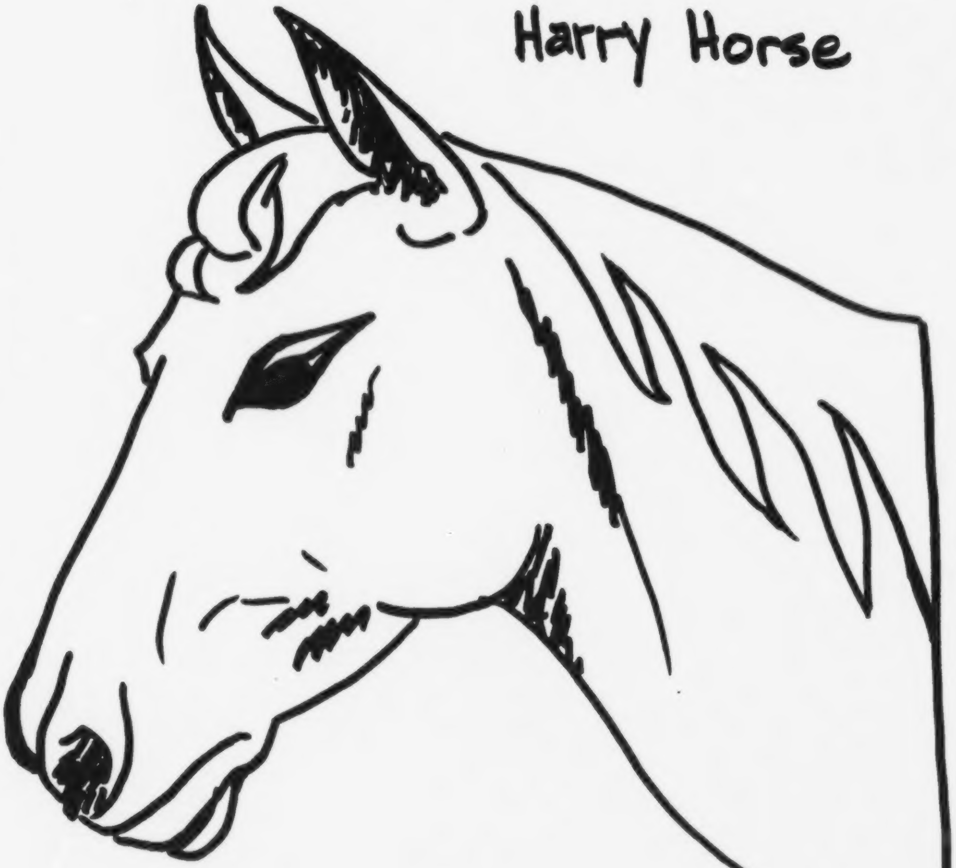
Puppet Show Patterns: Dandelion King



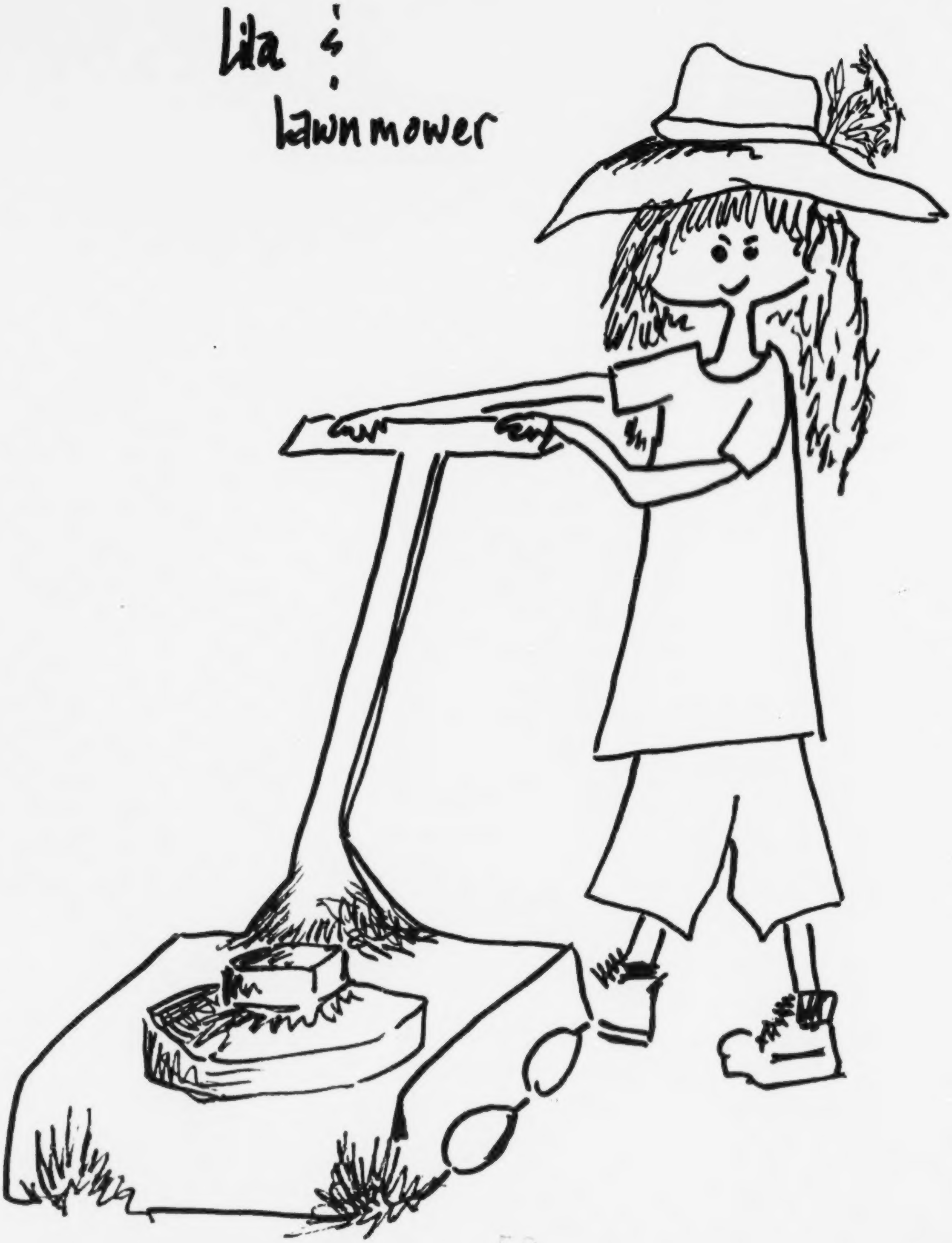
Spring King.

Puppet Show Patterns: Dandelion King




Harry Horse

Puppet Show Patterns: Dandelion King


Lita &
lawnmower

Small Group Activities

1. ***Mother Nature Made a Surprise:*** Put items that can be found in nature (pine cone, seashell, grass, cotton bud, wood, bone, etc.) in separate small lunch bags. Pass the bags around the circle and have the children reach in and feel the item and try to guess what the item is. Children should describe what the object feels like. Ask them, "Could you make this item yourself?"

2. ***Predator Prey:*** Children stand in a circle with two children in the middle. Blindfold both of these children and designate one to be the fox and one to be the mouse. Everyone must be quiet as the fox attempts to tag the mouse by listening for movement while the mouse tries to avoid the fox. The game may be expanded by giving parts to more than two children. If the game is played on carpet have both children carry a box of paperclips (to make noise). When the mouse is tagged a new mouse and fox are chosen. *(This game is best for school age children, as younger ones may not like being blindfolded.)*

Large Group Activities

1. ***Growing Trees:*** Have everyone pretend they are a tree. Crouch down as if a tiny seed. Slowly "grow" until everyone is reaching for the sky. *(Younger children will especially enjoy this activity.)*

2. ***Bird In A Tree:*** Each child gets a partner and, facing each other, join hands in the air (they are the "trees"). Choose six (or more depending on the total number) to be the "birds." A beak can be cut out of construction paper and taped over the "bird's" nose. Play music or count as a group as the birds fly amongst the trees. When the music or counting stops each bird must be caught by a tree (bring hands down around the "bird"). Those not catching a bird become birds. Let everyone have a chance.

3. ***Pantomime Parade:*** To teach children that plants and animals have natural survival tactics which deter predators, have the children stand and act out the following defenses:

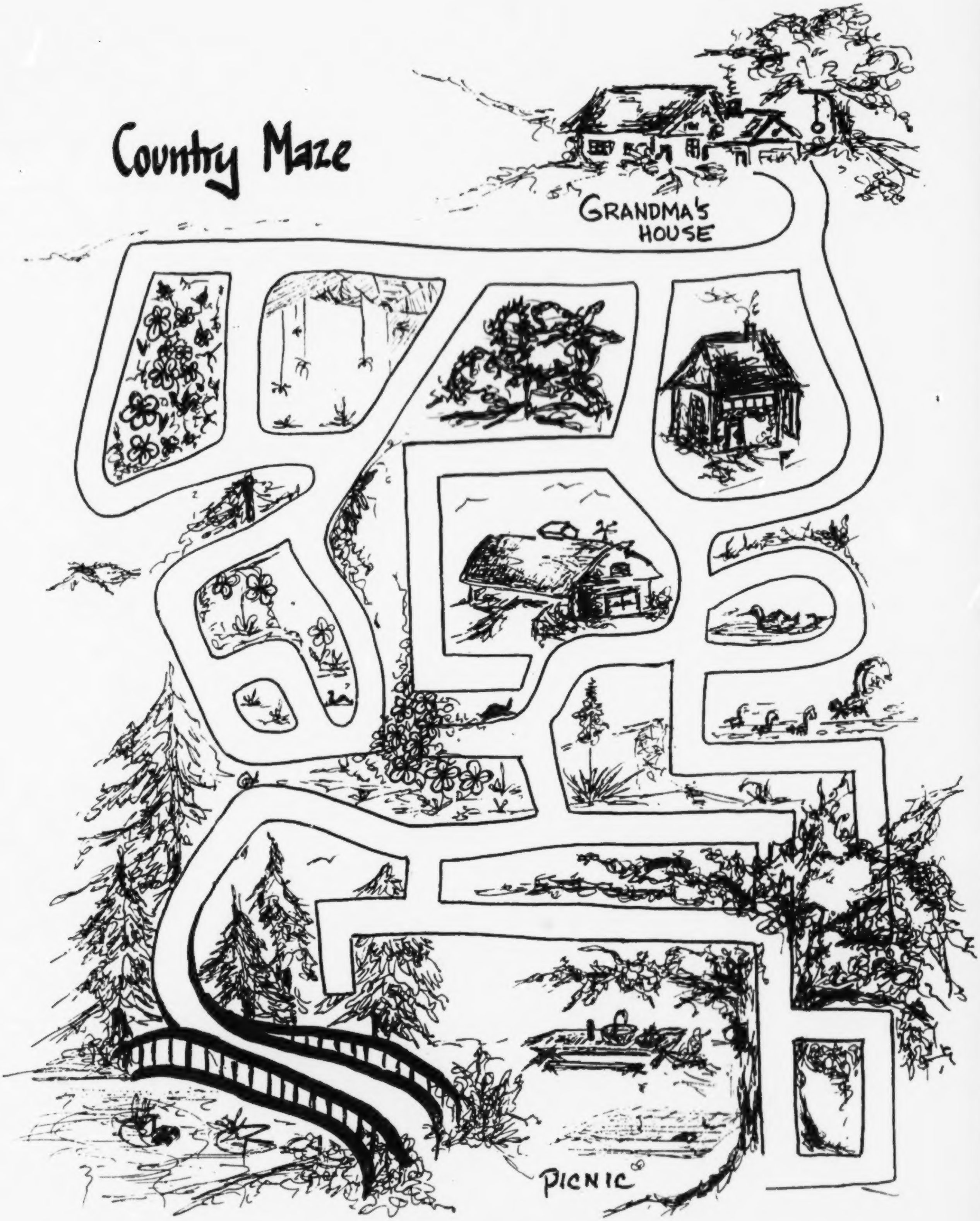
Picking up a prickly rose
Smelling a skunk
Eating an onion
A frightened turtle
A cat afraid of a dog
A goat using its horns

A dog with porcupine quills in its nose
Picking up a slippery fish
Being stung by a bee
A possum playing dead
An ostrich who sees someone
Walking through stinging nettles

Handout

Country Maze

Handout: Country Maze


Country Maze
GRANDMA'S HOUSE
PICNIC

Once Upon This Planet

Room to Roam!

Family Fun

* * *

Family Books to Share

Toddler and Preschool Books

Brenner, Barbara, ed. *The Earth is Painted Green.*
Florian, Douglas. *Nature Walk.*
Fleming, Denise. *In the Small, Small Pond.*
Wilkes, Angela. *My First Nature Book.*

School Age Books

Bowden, Marcia. *Nature for the Very Young.*
Fleischman, Paul. *Joyful Noise: Poems for Two Voices.*
George, Joan Craighead. *Who Really Killed Cock Robin?*
Livingston, Myra Cohn. *Earth Songs.*

Family Books

Burnie, David. *How Nature Works.*
Cornell, Joseph. *Sharing Nature With Children.*
Drake, Jane and Ann Love. *Kids' Summer Handbook.*
Milord, Susan. *Kid's Nature Book: 365 Indoor/Outdoor Activities & Experience.*

Family Activities

1. ***Nature Walks:*** Take a walk in a park or forest. Every terrain has unique animals, plants, and sounds. Identify each using *Field Guides* and other material from your library.
2. ***Tree Treats:*** Go on a picnic and stop under a shady tree. Bring along "tree treats" which came from trees, such as applesauce, maple sugar, pecan pie, fruit, walnut fudge, etc.
3. ***Grass Whistles:*** Find a flat blade of grass and hold it flat between the outer edges of both thumbs so that it forms a reed. You should be able to see your thumbs straight on, and the grass should be taut, not slack. The oval space formed just below your thumb knuckles is the area through which you should blow!
4. ***Wildlife Diary:*** Keep a family notebook of all the forms of wildlife seen, whether in your own neighborhood, on a trip, or just on a walk. Make a note of what the animals did, and if possible, illustrate with photos or drawings. See how many different animals cross your path!

Family Films

Homeward Bound: the Incredible Journey
Where the Red Fern Grows
The Adventures of the Wilderness Family
My Side of the Mountain
The Bear

Family Crafts

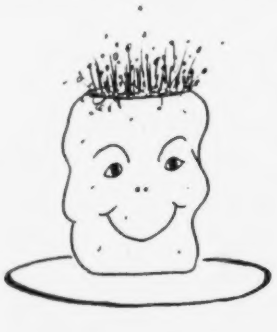
Making Mr. Potato Face

Materials:

birdseed	raw potato
cotton balls	small saucer

Procedure:

1. Draw a face on the potato (eyes, nose, mouth).
2. Cut off the top and the bottom of the potato. The bottom should be flat enough so that the potato will stand upright on the saucer.
3. Spread cotton over the top and dampen.
4. Spread seeds over the damp cotton.
5. Place water in saucers. Keep cotton damp and seed will sprout in a few days. Mr. Potato will have a great head of green hair. (Wonder whether he could ever have eyebrows or mustache??)



ONCE UPON THIS PLANET: Explore It

Red Light, Green Light

Preschool Library Program

Toddler Books to Share

Emberly, Rebecca. *City Sounds.*
Goodall, John S. *The Story of Main Street.*
Isadora, Rachel. *City Seen from A to Z.*
Jonas, Ann. *Round Trip.*

Preschool Books to Share

Geharty, Paul. *Stop That Noise.*
Maestro, Betsy and Giulio. *Traffic: A Book of Opposites.*
Mendoza, George and David Stolz. *Traffic Jam.*
Rotner, Shelley and Ken Kriesler. *Citybook.*

Finger Plays and Action Rhymes

Caution

Red says stop.
(Palm of hand up)
Green says go.
(Hand beckons)
You wait for yellow,
(Palm of hand up)
It says to go slow.
(Wave hand in slow motion)
I always wait for Mommy
When I cross the street.
(Do finger walking motion)
I take her hand and look both ways.
(Look right and left)
And my head tells my feet.
(Points to head and feet)

(*Favorite Fingerplays and Action Rhymes*, p.7)

Wheels on the Bus

(use actions which match words; children may add or make up additional verses)

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All through the town. *(Repeat verse at end of song)*

The people on the bus go up and down, up and down..
The money on the bus goes clink, clank, clunk, , etc.
The driver on the bus says, "Move on back," etc.
The children on the bus say, "Yak, yak, yak," etc.
The mothers on the bus say, "Sh, sh, shhh," etc.
The wipers on the bus go swish, swish, swish, etc.
The horn on the bus goes honk, honk, honk, etc.

Flannel Board

Sound Effects: Street Noise

"As I walked up to the corner of a busy street, the police officer directing traffic there put her hand into the air and motioned for me to wait. She blew her whistle, and I heard TWEET, TWEET, TWEET from the street.

"Along came a small yellow car and I heard a BEEP, BEEP, BEEP and a TWEET, TWEET, TWEET from the street. *(add other colored cars if possible)*

"Three big trucks rumbled by, and I heard a B-ROOM, B-ROOM, B-ROOM and a BEEP, BEEP, BEEP and a TWEET, TWEET, TWEET from the street.

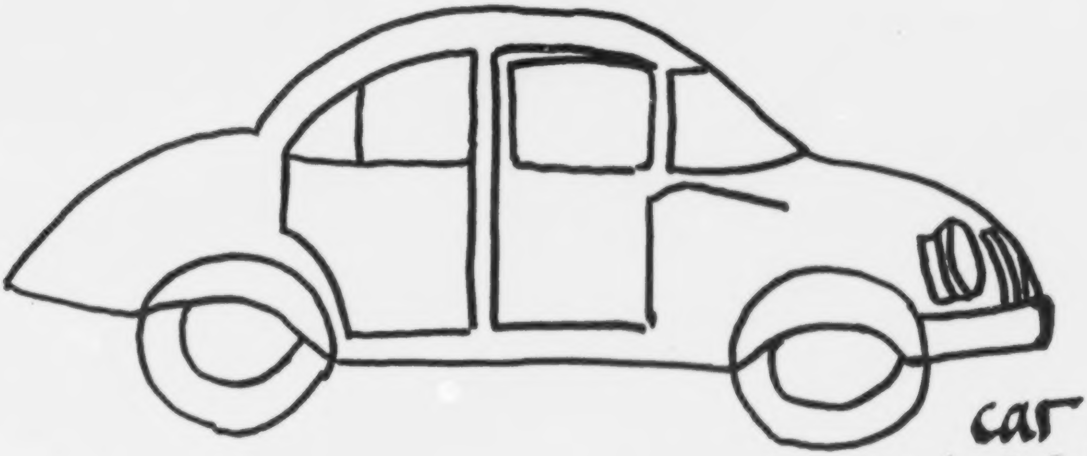
"An old fashioned car came cruising by, and I heard AH-OOGA, AH-OOGA, AH-OOGA and a B-ROOM, B-ROOM, B-ROOM and a BEEP, BEEP, BEEP and a TWEET, TWEET, TWEET from the street.

"Next a motorcycle speeded by and I heard a V-ROOM, V-ROOM, V-ROOM and AH-OOGA, AH-OOGA, AH-OOGA, and a B-ROOM, B-ROOM, B-ROOM and a BEEP, BEEP, BEEP and a TWEET, TWEET, TWEET from the street.

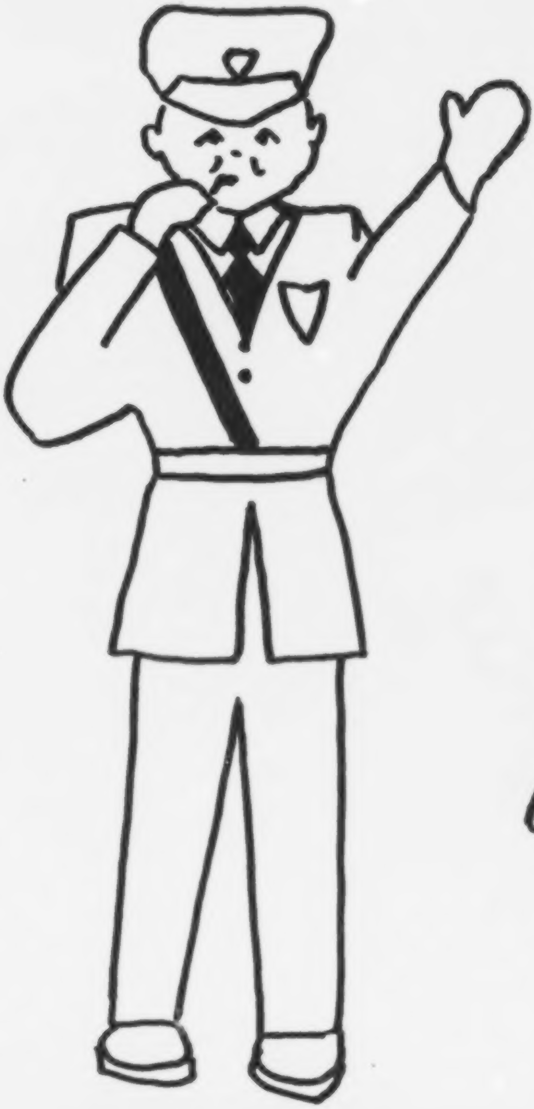
"Then all of a sudden it got very quiet. The traffic had cleared away. *(Remove all vehicle patterns)*. The police officer blew her whistle and said, "Now you may cross the street!"

(Kidstuff, Vol. 5, No. 7, p. 17)

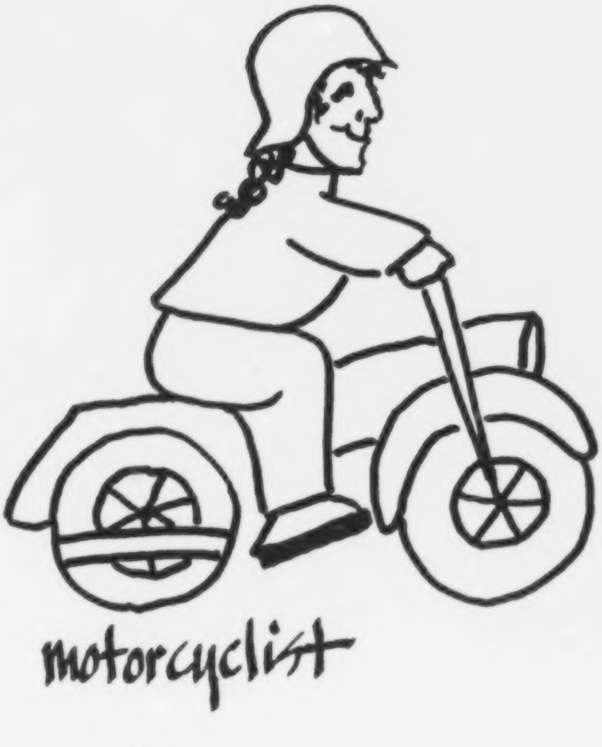
Flannel Board Patterns: Sound Effects Street Noise



car
make 2-3 in
different colors

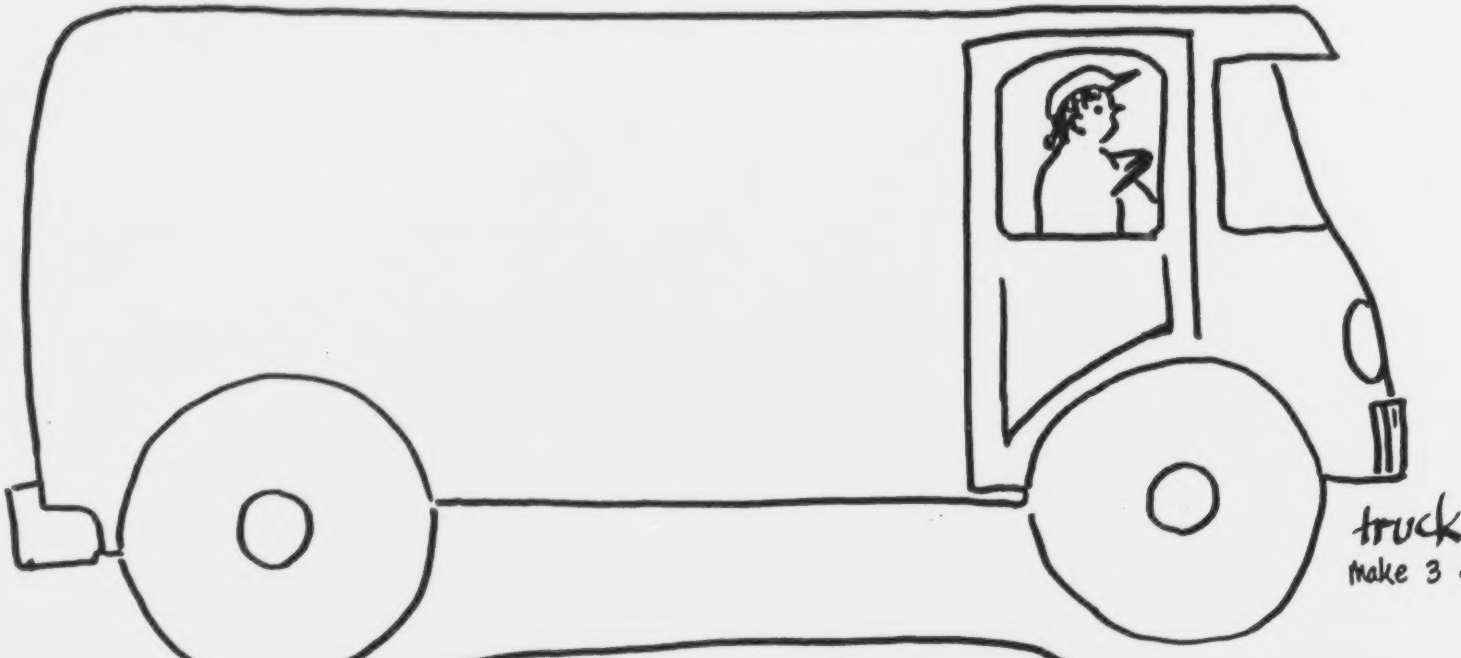


policeman

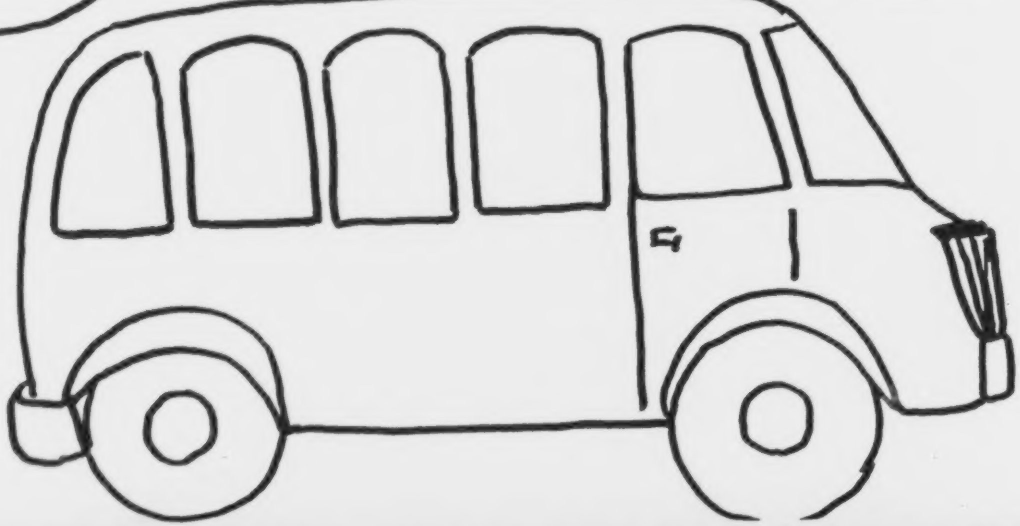


motorcyclist

Flannel Board Patterns: Sound Effects Street Noise



truck
make 3 of



van

School Age Library Programs

Books to Share

Herberman, Ethan. *City Kid's Field Guide.*
Peet, Bill. *Farewell to Shady Glade.*
Provensen, Alice and Martin. *Shaker Lane.*
Selden, George. *Tucker's Countryside.*

Participation Story

Use the Flannel Board script in the previous section. Divide into five groups each to make the appropriate sound as the story is read. Read more than once and let the groups switch sounds.

Songs and Poems

City Trees

by Edna St. Vincent Millay

The trees along this city street,
Save for the traffic and the trains,
Would make a sound as thin and sweet
As trees in country lanes.

And people standing in their shade
Out of a shower, undoubtedly
Would hear such music as is made
upon a country tree.

Oh, little leaves that are so dumb
Against the shrieking city air,
I watch you when the wind has come.

(*Collected Lyrics*)

Pile of Tin

I've got a little pile of tin
Nobody knows what shape it's in
It's got four wheels and a running board,
It's a Ford, oh, it's a Ford --

Honk, honk, rattle, rattle, crash, beep, beep
Honk, honk, rattle, rattle, crash, beep, beep
Honk, honk, rattle, rattle, crash, beep, beep
Honk, honk, rattle, rattle, crash, beep, beep

*(**Honk motion** is the flat of your hand against your nose; **rattle motion** is a shake of the head; **crash motion** is a clap of the hands; **beep motion** as if pressing the horn on the car)*

Library Activities

Audiovisuals

A Crack in the Pavement. Film. 8 min. *(PS)*
The Elephant Show: Neighborhood. Video. 29 min. *(PS)*
Mole in the Town. Film, video. 30 min. *(PS)*
Wild Things in the City. Film. 11 min. *(SA)*

Crafts

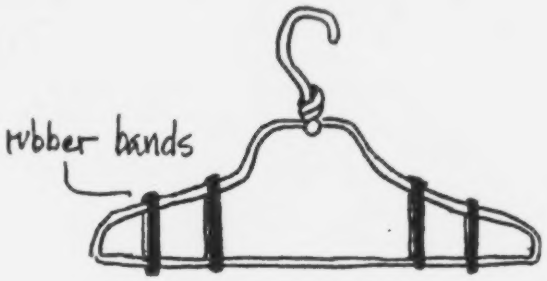
1. Coat Hanger Air Pollution Test:

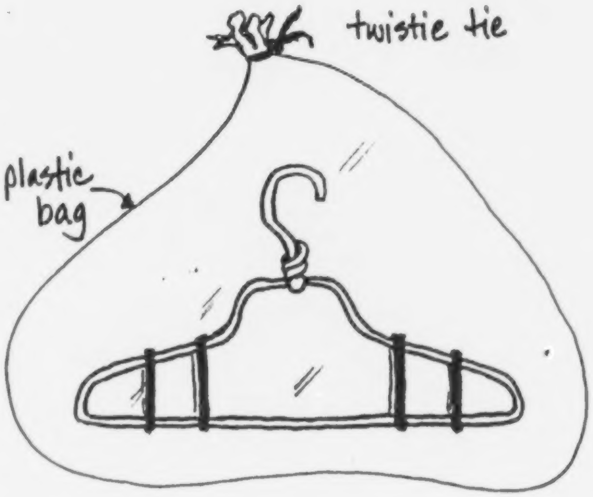
- Stretch several identical rubber bands onto two wire coat hangers as shown.
- Take a large plastic bag, cover one hanger with it, and seal the bag.
- Take both sets of rubber bands and hang them in the shade several feet off the ground. In a few weeks, inspect both sets of rubber bands with a magnifying glass.

What differences did you notice between the two sets of rubber bands?

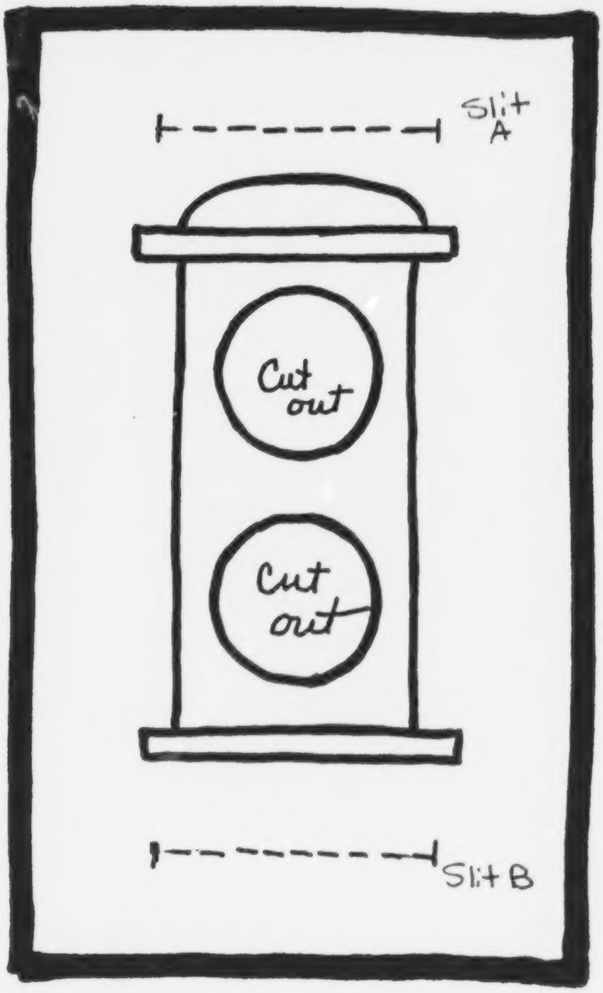
Check the elasticity of each set of rubber bands using the same rate of tension. What differences did you feel or see?

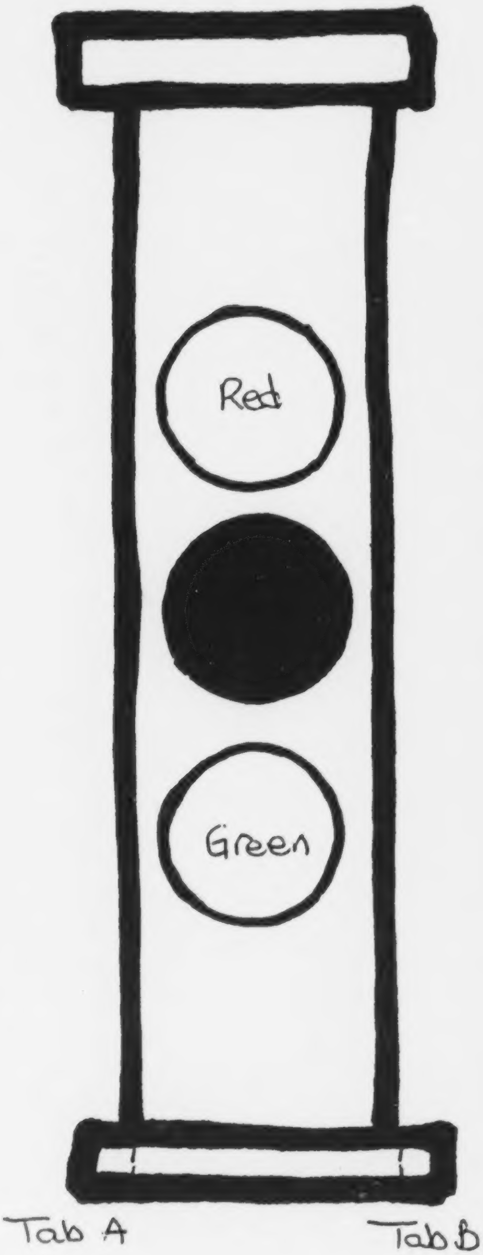
If you didn't see any differences, hang both sets up for a few more weeks, and check again. If nothing collects on the rubber bands, treasure your clean air!





2. ***Traffic Light***: Copy patterns onto white construction paper. Cut out each pattern, snipping carefully along the dotted line. (Younger children will need assistance.) Color circle red and green as marked. Fold back tabs A & B and insert in slit A & B so that circles are behind cutouts. Slide up and down to change light.


Slit A
Cut out
Cut out
Slit B


Red
Green
Tab A
Tab B

Puppet Show

Brazos Bob and Dallas Dave

(Puppets from the "Zebra Dun" in TEXAS TRAILS AND TALES can be adapted for this play.)

Characters: Brazos Bob Robber Dallas Dave

Brazos Bob: *(To the audience)* Guess what!? I'm so excited! My cousin from the city is coming to visit. *(hears a knock offstage)* There he is now, just in time for lunch! *(calling offstage in direction of knock)* Come in! *(DALLAS DAVE enters.)* (H*appily*) Welcome, Cousin! I'm so happy you're here! How was your trip?

Dallas Dave: (*Exhausted*) Tiring! I haven't walked so far in years! You certainly live out in the boondocks!

Brazos Bob: Well, you are just in time for lunch. Are you ready for some chow?

Dallas Dave: I certainly am! I could eat a whole filet mignon!

Brazos Bob: I don't have anything like that, but I do have some fried chicken and some nice hot cornbread. (*Anxiously)* Cousin, what is wrong?

Dallas Dave: Cousin, I'm amazed that you live out so far from civilization. Come with me to the city. There are French foods and theaters. We would have so much fun!

Brazos Bob: I don't know if I want to move, because I like living in the country, but a visit would be fun.

Dallas Dave: Great! Let's put everything away and leave. Don't worry about packing, I can loan you everything you will need. *(DALLAS DAVE and BRAZOS BOB leave stage and a ROBBER enters.)*

Robber: *(To audience)* I must find a pocket to pick tonight. Do you know where I can find some tourists? (DALLAS DAVE and BRAZOS BOB enter the stage)

Brazos Bob: Oh Cousin! This city is so BIG and the food is WONDERFUL! Thank you for inviting...*(BRAZOS BOB is interrupted by ROBBER approaching sneakily.)*

Dallas Dave: Run Cousin!! Oh, no! Oh, my, it's a Robber!

(The two cousins run off stage followed by ROBBER. The cousins enter the other side of the stage and run across, followed again by ROBBER. Cousins enter the stage and stop, both panting and looking around.)

Dallas Dave: Whew! We are safe here, but we will have to hurry home and call the police so that they can look for that robber.

Brazos Bob: Cousin, I don't like having to run from people on the street. Does this happen very often?

Dallas Dave: Well, you must be very cautious in the city and always be alert to danger, that's for sure.

Brazos Bob: Cousin, I don't think I like the city! It is too dangerous! Your city is a very interesting place, but I prefer the peace and quiet of the country.

Dallas Dave: And I prefer the food and the excitement of the city, but that does not mean that we can't be friends!

Small Group Activities

1. ***Town Planners***: Set out a large piece of butcher paper for children to design a new town for 1,000 people. Set down strips of blue construction paper for rivers and ponds, gravel for rocky hills, etc. Let them use toothpicks for roads, different sized colored buttons for buildings and homes, small blocks for factories and malls, etc. They should consider:

    - how much space will be saved for open land so all the trees will not have to be cut down
    - what will be done with the garbage and sewage
    - inclusion of schools, factories, stores, playgrounds, grocery store, gas station, bus stop, street signs, parks, lakes, hospital, fire station, post office, ponds , river, bridge, train tracks, airport, etc.

2. ***Traffic Lights***: This game requires at least four players. One player is chosen to be IT and calls out the instructions. The last player to do the action is out. Players can also be out if they do the wrong action. *Instructions*: RED means stand still; GREEN means run around; CRASH means lie flat; BRIDGE means make an arch on the ground.

Large Group Activities

1. ***People Space***: Designate a circle with chalk or rope on the floor (not too big). Explain that this is all the room in the world and everyone must stay within the boundaries. Invite small groups of children at a time to join you inside the circle. As more and more children join, the more they must work together to make sure everyone will fit. Point out changes such as the noise level, tempers, did the older children take care of the little ones, etc. What else changed?

2. ***Noise Pollution***: Discuss how dangerous noise pollution can be. People learn to shut out the noise of machines, cars, planes, etc. The danger is that constant noise can cause loss of sleep, accidents, irritation, and even deafness.

    Noise pollution is measured in decibels. Make a set of large cards with decibles; a set of cards with sounds:

decibels	*common sounds*
0	barely heard
10	rustling leaves
20	whispering
60	talking
70	vacuum cleaner; loud TV sound
80	SOUND DANGER BEGINS

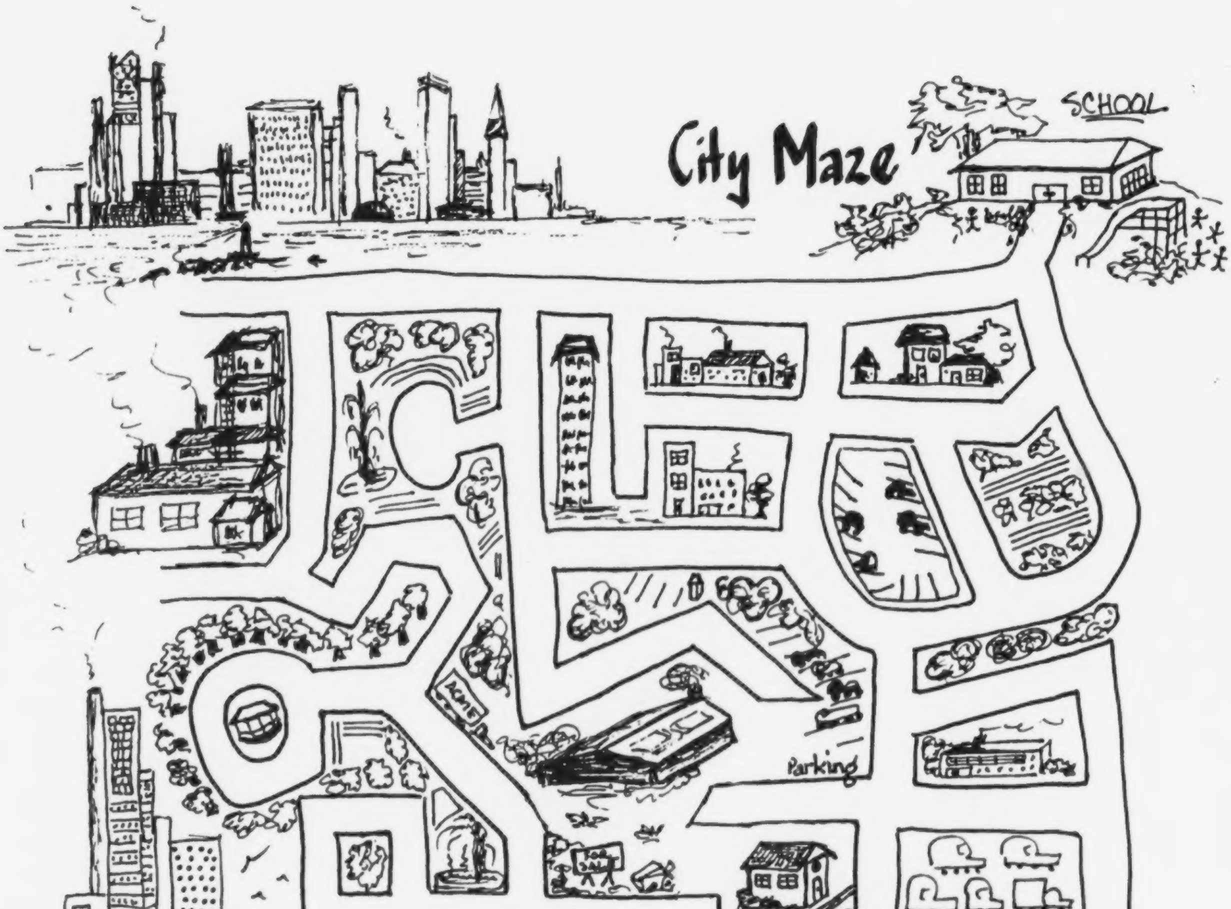
decibels	*common sounds*
90	heavy city traffic
100	a jet plane 1,000 feet away
110	jackhammer; motorcycle
115	a rock group up close
120	PAIN BEGINS
140	an eardrum can break
180	permanent damage

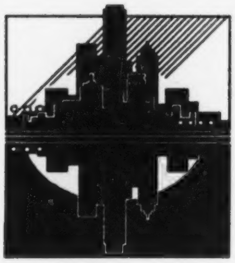
Have thirteen children hold up the decibel cards in order. Mix up sound cards and have the thirteen children kneel under the correct decibel card as the remaining group decides which sound matches the decibel. For smaller groups, combine the number of decibels per card (i.e. 10-20 decibels: rustling leaves, whispering.)

Handout

City Maze

Handout: City Maze

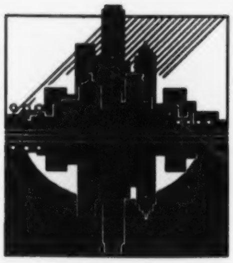

City Maze
SCHOOL
ACME
Parking
FOR SALE
STOP
JAIL
HOME



Once Upon This Planet

Red Light Green Light!

Family Fun



* * *

Family Books to Share

Toddler Books

Emberly, Rebecca. *City Sounds.*
Goodall, John S. *The Story of Main Street.*
Isadora, Rachel. *City Seen From A to Z.*
Jonas, Ann. *Round Trip.*

Preschool Books

Geraghty, Paul. *Stop That Noise.*
Mendoza, George and David Stolz. *Traffic Jam.*
Rotner, Shelly and Ken Kriesler. *City Book.*

School Age Books

Herberman, Ethan. *City Kid's Field Guide.*
Peet, Bill. *Farewell to Shady Lane.*
Provensen, Alice, and Martin Provensen. *Shaker Lane.*

Family Books

Makower, Jay. *The Green Consumer.*
Makower, Jay. *The Green Consumer: Supermarket Guide.*
Massachusetts Audubon Society. *The Energy Saver's Handbook: For Town and City People.*

Family Activities

1. ***Auto Science:*** Take a field trip to investigate how automobiles effect the environment. Notice the temperature of paved streets compared to grass. Notice oil and gas spots; think of the effect this has on shoes, rugs, and floors when stepped on.
2. ***Exhaust Experiment:*** Test the pollution your family car gives out. Place a white sock over the exhaust pipe after the car has been sitting for a while. Ask an adult to turn on the engine for a couple of minutes. Turn off the engine and when the tail pipe has cooled, remove the sock and look inside. Think how much pollution you breathe when crossing a busy street.
3. ***Safety First:*** Start a Neighborhood Watch or Block Association to work toward safety and cleanliness in your neighborhood.

Family Films

A Cricket in Times Square
Honey, I Shrunk the Kids
Runaway Ralph
Short Circuit
War Games

Family Crafts

1. ***My Town:*** Draw a map of your town and mark important places (home, parent's work, landmarks, library, etc.).

2. ***Box Town*****:** Make a city out of containers found in your kitchen. Cereal boxes, milk cartons, and other containers can be covered with paper. Windows and doors can be drawn or cut into the cardboard. Think of other items that can be used in your "city" (cotton swabs for lightposts, green sponge bits for schrubs, etc.).

ONCE UPON THIS PLANET: Treasure It

Round & Round

Preschool Library Programs

Toddler and Preschool Books to Share

Baker, Jeannie. *Where the Forest Meets the Sea.*
Bellamy, David J. *The Roadside.*
Brown, Ruth. *The World that Jack Built.*
dePaola, Tomie. *Michael Bird-boy.*
Fischetto, Laura. *The Jungle is My Home.*
Gibbons, Gail. *Recyle! A Handbook for Kids.*
Jeunesse, Gallimard and Rene Mettler. *The Rain Forest.*
Showers, Paul. *Where Does the Garbage Go?*

Action Rhyme

Nine Pieces of Trash on the Ground

(Sing to the tune of "Ninety-Nine Bottles of Beer on the Wall." Have each child bring a piece of trash to storytime. Begin song with the number of children who are at the program, and one child throws away his/her trash as song moves to next number. Other children do the motions.)

Nine pieces of trash on the ground,
(use the number of children at program)
Nine pieces of trash,
(children crouch on ground until time to rise)
Pick one up and throw it away
(children jump to their feet)
Eight pieces of trash on the ground.
(sing until all children are standing)

Flannel Board

Recycling in Motion

1. Place the large Bicycle Wheel on the flannel Board first.
2. For each Item place the stages of recycling around the wheel until you are back to the original product.
3. Explain that if these items are not recycled, they will be buried underground (and take a long time to turn into dirt) or be burned (which makes lots of smoke and makes the air dirty).

Paper

Paper is shredded into pulp
Pulp is washed and bleached
Water is drained from pulp
Paper is dried and rolled

Aluminum Cans

Cans are chopped into little pieces
"Decoater" takes off the paint using hot air
Scraps are melted in furnace
Melted aluminum is poured into molds

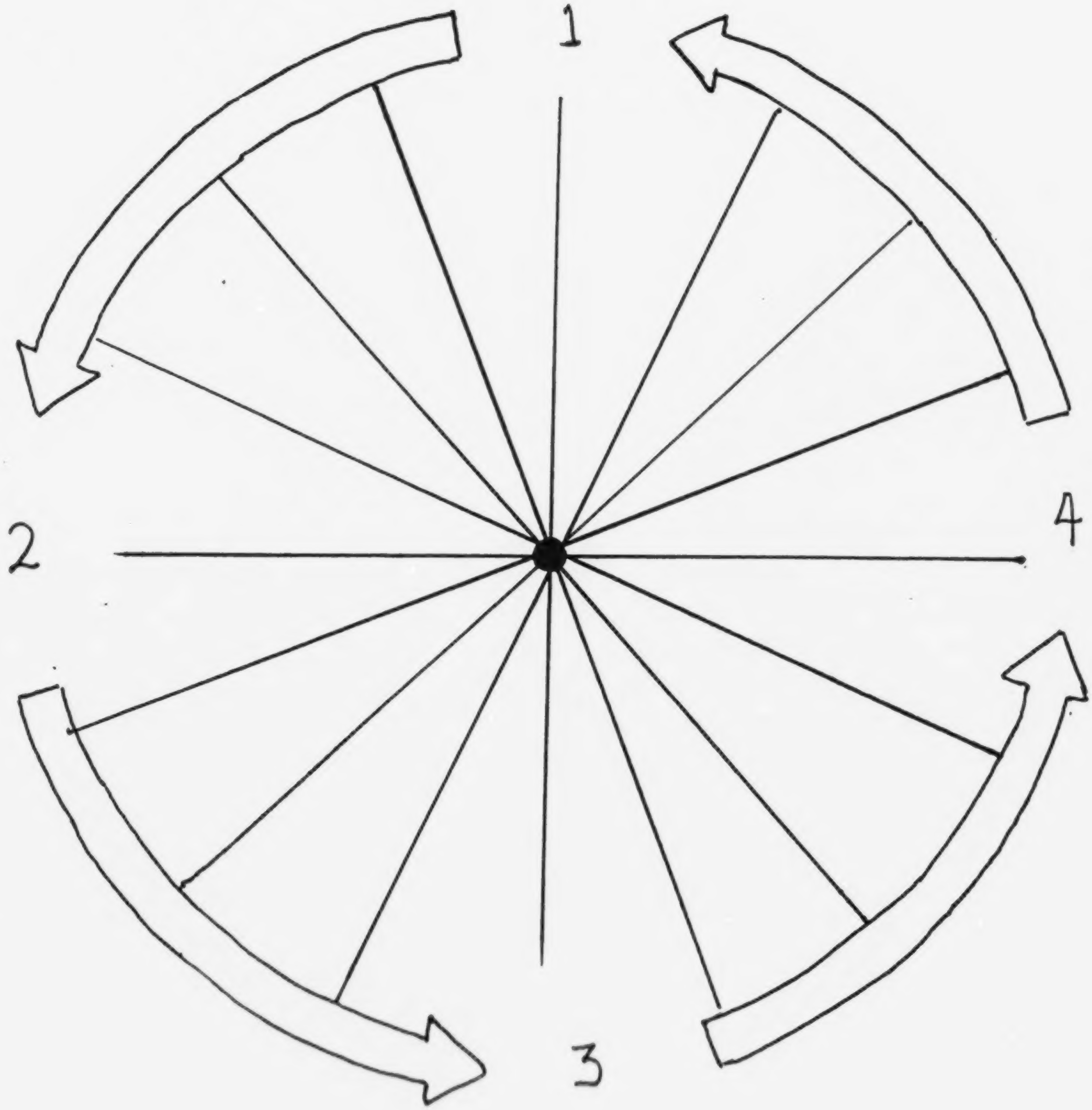
Glass Bottles

Glass bottles are crushed
Glass is melted in a furnace
Blown-in air cools glass
Globs of molten glass are poured into molds

Plastic

Plastic is chopped into bits
Bits are washed and dried
Plastic is heated in a furnace
Liquid plastic is poured into a mold

Flannel Board Patterns: Recycle in Motion



Recycling in Motion ~ Flannel Board

Flannel Board Patterns: Recycling in Motion

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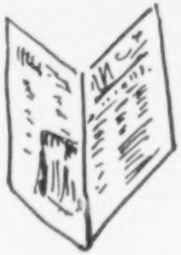

Paper

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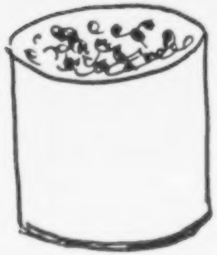

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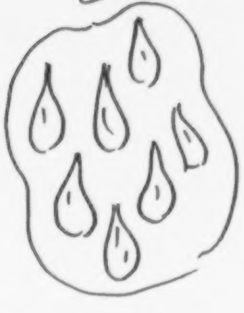

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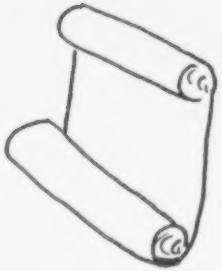
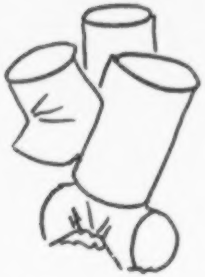
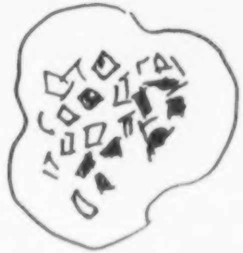
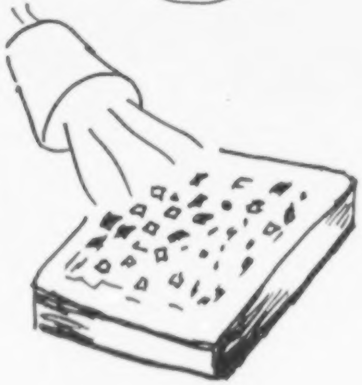
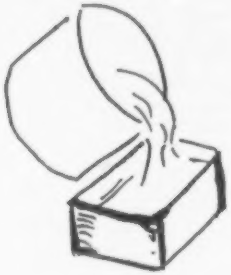


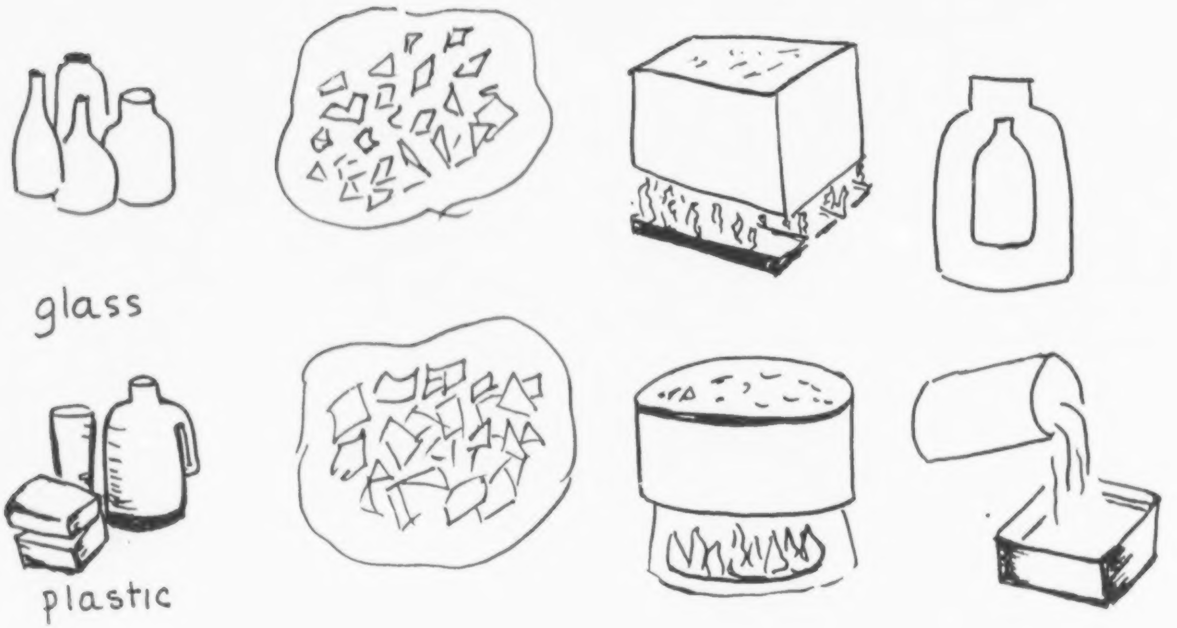


Aluminum









Recycling in Motion — Flannel Board

School Age Programs

Books to Share

Bellamy, David J. *How Green Are You?*
Brown, Laurie Kransney. *Dinosaurs to the Rescue! A Guide to Protecting Our Planet.*
Dr. Seuss. *The Lorax.*
Kohl, Mary Ann F. *Good Earth Art.*
Lavies, Bianca. *Compost Critters.*
Moon, Pat. *Earth Lines: Poems for the Green Age.*
Chief Seattle. *Brother Eagle, Sister Sky.*
Thayler, Mike. *Earth Mirth: The Ecology Riddle Book.*

Book Excerpts

Did You Know . . .?

- An average American family produces about 100 lbs. of trash every week.
- About 14 billion lbs. of trash are dumped into the sea every year.
- Using a broom, not a hose, to clean driveways and steps saves hundreds of gallons of water.
- About 75% of America's glass is used for packaging.
- 99.5 % of all the fresh water on Earth is in icecaps and glaciers.
- America produces an equivalent of 10 lbs. of plastic for every person on earth each year.
- To produce one pat of butter, 100 gallons of water is required.
- Every time you flush the toilet, it uses 5-7 gallons of water.
- Every 3 months, the U.S. throws away enough aluminum to rebuild our commercial airfleet.
- Over a billion trees are used to make disposable diapers every year.

(*50 Simple Things You Can Do to Save the Earth.)*

Songs and Poems

Another Aluminum Soda Can

by Susan L. Travis

(sing to the tune of *The Twelve Days of Christmas)*

Children may hold up Signs as they sing

Today I tossed away ...
yet another piece of trash, another aluminum soda can
(Sign: 350 years EACH to decompose)
1. two plastic bags *(Sign: 400 years EACH to decompose)*
2. three glass bottles *(Sign: MAYBE NEVER)*
3. four Styrofoam cups *(Sign: MAYBE NEVER)*
4. five balding tires *(Sign: MAYBE NEVER)*
5. six leather baseball gloves *(Sign: 40 years EACH to decompose)*
6. seven nasty toothbrushes *(Sign: 400 years EACH to decompose)*
7. eight cardboard milk cartons *(Sign: 5 years EACH to decompose)*
8. nine plastic baggies *(Sign: 400 years EACH to decompose)*
9. ten wooden baseball bats *(Sign: 20 years EACH to decompose)*

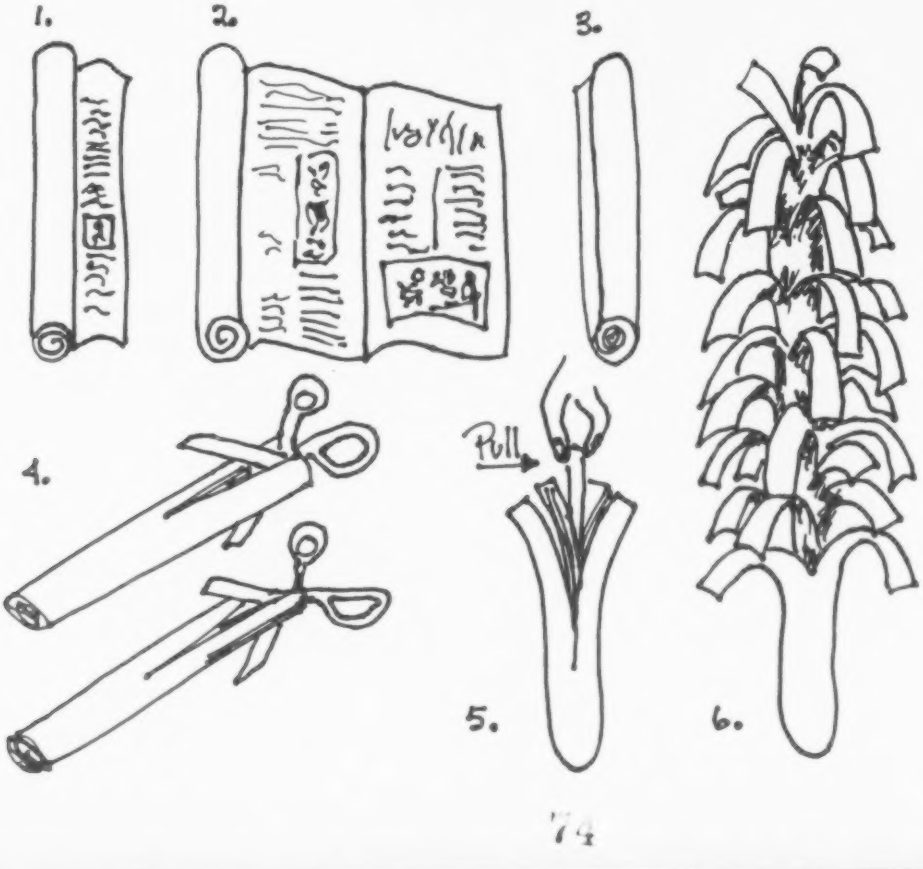
Library Activities

Audiovisuals

Circle Around. Audiocassette. 37 min. *(PS)*
Cricket and the Engine. Video. 6 min. *(SA)*
Environmental Dog. Video. 20 min. *(SA)*
Garbage Tale. Film, video. 18 min. *(SA)*
Help Save Planet Earth. Video. 71 min. *(SA)*
Litterbug. Film. 8 min. *(PS)*
My First Green Video. Video. 40 min. *(SA)*
Uncle Smiley Goes Recycling. Film. 13 min. *(PS)*
Where Should a Squirrel Live. Film. 11 min. *(PS)*

Crafts

1. ***Indoor Forests:*** Each child will need 4-6 full-sized, double sheets of newspaper and a pair of scissors.
   - Roll one sheet of newspaper from the narrow end, adding the second sheet about two inches from the end. Continue adding paper until all the newspaper is rolled. The more newspaper, the larger the tree, but also the more difficult it is to cut. Smaller children may want to make "saplings" out of single pages.
   - Flatten one end of the roll and cut halfway to other end. Flatten the same end again so that the cuts are on the sides and cut again so that the end is quartered.
   - Holding at the uncut end, shake the tree so that the leaves loosen. Find the center of the tree at the top and pull to see the tree "grow."
   - Tie a string across one wall, or, if you have a large group, string off a corner, so that the children can actually enter their indoor forest. Attach strings to the tops of the trees and hang in a row.



2. ***Make Game Boards and Markers from Recycled Material:*** Old game boards may be painted over and reused. Games boards may also be made from the covers from wallpaper or upholstery samples, the sides of cardboard cartons, mat board scraps, or from samples of linoleum tile. Playing boards made of paper or tag board may be covered on both sides with clear contact paper to make them sturdy, then rolled for storage. Larger boards can be made, cut in half, then taped on the back to fold for easy storage. Game pieces may be made from bottle caps, buttons, dried beans, pennies, paper clips, and rubber or metal washers.

Puppet Show

Turtle's Dilemma

Characters: Sea Turtle, fish, seal, octopus, starfish, lobster

Materials: Puppets, trash found in the sea, i.e. fishing line, plastic rings from six packs, styrofoam, plastic bags, tin cans

(The scene opens with a turtle swimming frantically around in circles. Two of his flippers are tangled up in fishing line, and the other two are paddling, sending the turtle in circles.)

Turtle: Help! Someone please help me. My flippers are all tangled. *(He continues to swim in circles, struggling to untangle his flippers. A fish comes by and watches the turtle.)*

Fish: Why are you swimming around in circles. You won't get anywhere that way.

Turtle: My flippers are tangled in this fishing line. Please, fish, can you help me out? *(The fish tries to pull at the fishing line.)*

Fish: I'm sorry, I can't get it undone. How did this happen to you?

Turtle: I was just swimming along and all this fishing line was floating in the water. Before I could avoid it, I was all tangled up.

Fish: Something like that happened to me too. I was searching around rocks for food and got my head stuck in an old rusty can. I didn't think I'd ever get it off. *(An octopus swims by and turns to the fish.)*

Octopus: Why is that turtle swimming around in circles?

Turtle: My flippers are caught in this fishing line. Can you help me get them free?

Octopus: I've got enough arms, let me see what I can do? *(The octopus tries with several of his arms but has no luck.)*

Octopus: This sea trash is a real problem. Once I went to pick up what I thought was a clam, but it was a piece of broken glass. I was lucky I noticed before I cut one of my arms. *(A starfish swims by and stops near the octopus)*

Starfish: Hey, what's going on here, a party?

Octopus: Turtle's flippers are caught in fishing line and we can't get him untangled.

Starfish: Caught in fishing line! I thought he was doing a new dance!

Turtle: New dance! I'm trying to get loose so I won't just be swimming in circles. Can you help?

Starfish: Well, I'll try, but my tentacles aren't very good at this. *(The starfish tries to untangle the fishing line.)*

Starfish: This is a mess. Have any of you been caught in those plastic rings? They are as bad as this fishing line. *(A seal swims by.)*

Seal: What's going on? Turtle, you look like you're having real problems. How did you get so tangled?

Turtle: I was just minding my own business when I swam into this fishing line. Everyone has tried to help but I'm still stuck. Do you think you could chew through this line?

Seal: I don't think so, but that gives me an idea. I'll be right back. *(The seal swims off and returns with a lobster.)*

Seal: This is the turtle I was telling you about. Do you think you can cut through this fishing line with your claws?

Lobster: I'll give it a try. *(The lobster cuts through the tangled line.)*

Turtle: Oh, thank you! I thought I'd be swimming around in circles forever. I just hate all this trash. Why do these humans do this?

Seal: Listen! What's that noise? *(A rumbling sound is heard. All the sea creatures look up to see a boat passes by. As it does, a load of trash is thrown overboard on top of the creatures.)*

Turtle: I just wish they'd stop and think! *(All the creatures nod in agreement.)*

Small Group Activities

1. ***The Four R's:*** Sit the children in a circle and use an old soda bottle (recycle) as a spinner in the middle. Have one child spin the bottle and whoever it points to goes to a garbage can or box and picks one item. When picked the child tells how he/she would remove the item from the garbage by one of the four "R's." For example, *Reduce* by using a cloth napkin instead of a paper one, *Reuse* a toy or clothing by giving it to someone younger, *Recycle* a glass jar or can, or *Reject* by refusing to purchase food packaged in Styrofoam containers. (*Best for older groups.*)

2. ***Web of Life:*** Children form a circle with the leader in the center. Leader asks, "What is a plant from this area?" Choose a child's answer and hand the child the end of the string. "What are some bugs or animals that eat this plant?" "Mr. Weevil, you are connected to Miss Cotton in the web of life, Please hold the string because you are dependent upon Miss Cotton to live. Mr. Spider and Mr. Mite are also connected and must hold the string." Continue asking questions and stringing the children into the web of life.

   "Who needs this bug for lunch?" "Who needs this animal for dinner?" "What else does this animal need?" Air, water, soil may be added in until all the children are a part of the ecosystem. Now begin to introduce a strain on the ecosystem such as a logger cutting trees or a hunter killing an animal. (Other killers include fire, pollution, pesticides, etc.) Have the child representing that character fall to the ground. The children who felt the tug of the missing member should give a tug, thus showing the effect of missing elements to the entire ecosystem. *(This game may also be used for a large group.)*

Large Group Activities

1. ***Rain Game:*** Recreate the sound of a rainstorm in the comfort of the indoors. Have everyone stand in a circle. You, as the leader, start by rubbing your thumb and index finger together and going around the inner part of the circle. As you pass a child *(don't go too fast)* that child joins in, on around the circle until everyone is doing it. When you reach the first child, a new motion begins. Remind the

children to continue doing a motion until you pass them. When all motions are completed, go backwards through the list to calm the storm. The last sound to be passed is silence.

Motions:
1) Rub thumb and index finger
2) Rub hands together
3) Snap fingers
4) Clap hands
5) Slap thighs
6) Stomp feet

2. ***Mother Earth May I?:*** This is an ecological version of Mother, May I? and should help children develop ideas to help the Earth.

- One child is chosen to be Mother (Earth).
- The rest of the group stands at the opposite end of the room from "Mother."
- Mother (Earth) calls out the name of one of the children.
- That child must say one thing that he/she can do to improve the Earth, i.e. plant a tree, save water by turning off the faucet while brushing teeth.
- Mother (Earth) rewards the child by telling him/her how many steps forward he/she may take.
- The child must then ask Mother (Earth), "May I?"
- Mother (Earth) responds "Yes, you may," and the child steps forward.
- Continue playing until one child reaches Mother (Earth). That child then becomes Mother (Earth).

Handout

The Rainforest

The Rainforest

Humans are doing many things which threaten the environment, none more deadly than destroying the rainforests. Rainforests are very important because they are home to half the animal and plant species on earth. They are also the source of many foods and other products. Unscramble the words below to learn some of these products.

pepalipsen ______________________

efcefo ______________________

norc ______________________

asputen ______________________

eta ______________________

emerfup ______________________

brulme ______________________

saannab ______________________

smetatoo ______________________

dicimeen ______________________

cier ______________________

cklab preepp ______________________

ragsu ______________________

heatccool ______________________

(Answers: pineapples, coffee, corn, peanuts, tea, perfume, lumber, bananas, tomatoes, medicine, rice, black pepper, sugar, chocolate)

Once Upon This Planet

Round & Round!

Family Fun

* *

Family Books to Share

Toddler and Preschool Books

Baker, Jeannie. *Where the Forest Meet the Sea.*
DePaola, Tomie. *Michael Bird-boy.*
Gibbons, Gail. *Recycle! A Handbook for Kids.*
Showers, Paul. *Where Does the Garbage Go?*

School Age Books

Dr. Seuss. *The Lorax.*
Kohl. Mary Ann F. *Good Earth Art.*
Moon, Pat. *Earth Lines: Poems for a Green Age.*
Seattle, Chief. *Brother Eagle, Sister Sky.*

Family Books

Earth Works Group. *Fifty Simple Things You Can Do to Save the Earth.*
Fliesher, Paul. *Ecology A to Z.*
Love, Ann and Jane Drake. *Take Action: An Environmental Book for Kids.*
Miles, Betty. *Save the Earth!: An Ecology Handbook for Kids.*

Family Activities

1. ***Unwrapping Inventory:*** When you return from the grocery store, unwrap all groceries before you put them away (i.e. cardboard boxes, plastic bags, ice cream bags, paper bags, cardboard cartons). Were they all necessary? What ways can you find to use these wrappings again around the house?
2. ***Recycling Field Trip:*** Visit a recycling center. Find out how objects are sorted, crushed, remelted, and used again. Consider giving the children any profits from their recycling endeavors.
3. ***Color Walk:*** Go on a walk and identify colors of natural things as you go, i.e., tree leaves are green; bark is brown or white; and the sky is blue.
4. ***Litter Walk:*** Take a walk and make a list of litter, soil deterioration, pollution, etc. Have a competition to see who can pick up the most litter.

Family Films

Ferngully: The Last Rainforest.
The Lorax.
The Land Before Time.

Family Crafts

Recycled Draft Snake: Using the following recycled materials, create a Draft Snake to keep cold air from escaping under doors. You will need an old pair of tights or sweatpants, rags or old cloth scraps, a needle and thread, craft eyes, and felt glue.

1. *Cut the leg off the sweat pants or tights.*
2. *Turn inside out and sew up one opening. Turn inside out again and stuff with rags or old cloth scraps.*
3. *Glue on eyes or cut felt pieces for eyes.*
4. *Decorate with felt or other material.*
5. *Place under door to keep cold air out*

ONCE UPON THIS PLANET: Treasure It

Forever Mine

Preschool Library Programs

Toddler & Preschool Books to Share

Allen, Judy. *Elephant.*
Panda.
Jonas, Ann. *Aardvarks, Disembark.*
Nickl, Peter. *The Story of the Kind Wolf.*
Trivizas, Eugene. *The Story of the Three Little Wolves and the Very Bad Pig.*
Twinem, Neecy. *Aye-Ayes, Bears and Condors.*
Wallwork, Amanda. *No Dodos: Counting Book of Endangered Animals.*

Finger Plays and Action Rhymes

The Crocodile

(The American Crocodile of Central America, Caribbean, and the U.S. is an endangered species.)

She sailed away on a lovely summer's day,
(place right hand on back of left with right fingers even with left palm)
On the back of a crocodile.
"You see," said she, *(clasp both hands together to one side of face)*
"It's as plain as plain can be,
I'll go sailing down the Nile."
(Move in a swaying motion.)
The croc winked his eye, *(Wink)*
As she waved them all good-bye, *(Wave)*
Wearing a happy smile. *(Smile)*
At the end of the ride, the lady was inside,
(Use two hands, with base of palms together, open and shut.)
And the smile on the crocodile.

(Do Your Ears Hang Low? p. 18)

Three Israeli Frogs

(The Painted Israel Frog of Israel is near extinction.)

Three little Israeli frogs *(Hold up three fingers.)*
Sitting on an Israeli log,
Eating the most delicious bugs. *(Pretend to eat bugs.)* Yum, yum! *(Pat tummy.)*
One jumped into the pool, *(First finger jumps in pool.)* Where it was nice and cool.
Then there were two Israeli frogs. *(Hold up two fingers.)* Glub, glub!
With mouth open wide

Flannel Board

Five Gigantic Dinosaurs

(The flannel patterns provided may also be used with the "Hungry Dinosaur" song in the SONG AND POEM section of this chapter.)

Five gigantic dinosaurs letting out a roar,
One went away and then there were four.

Four gigantic dinosaurs munching on a tree,
One went away and then there were three.

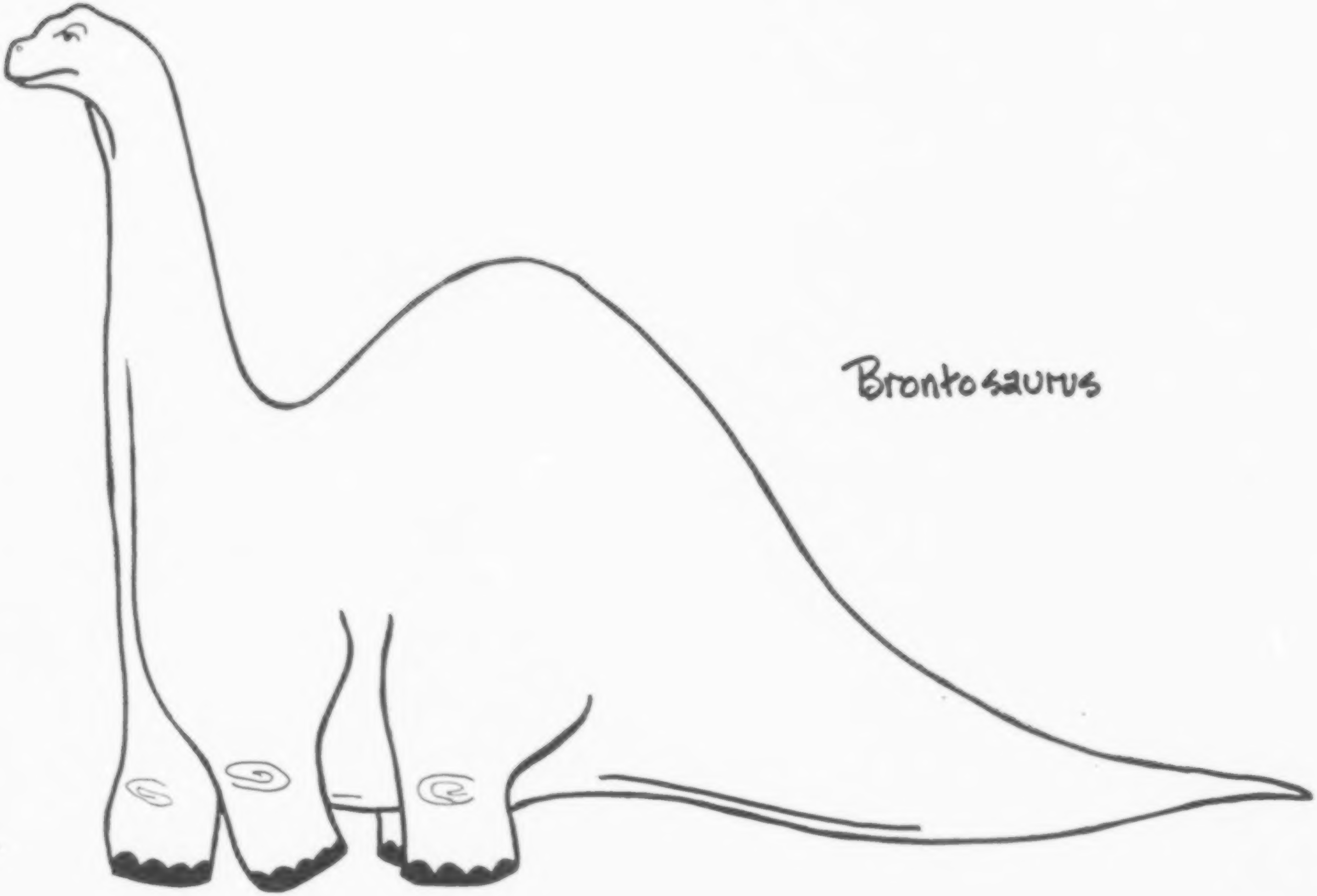
Three gigantic dinosaurs watching a volcano spew,
One went away and then there were two.

Two gigantic dinosaurs resting in the red-hot sun,
One went away and then there was one.

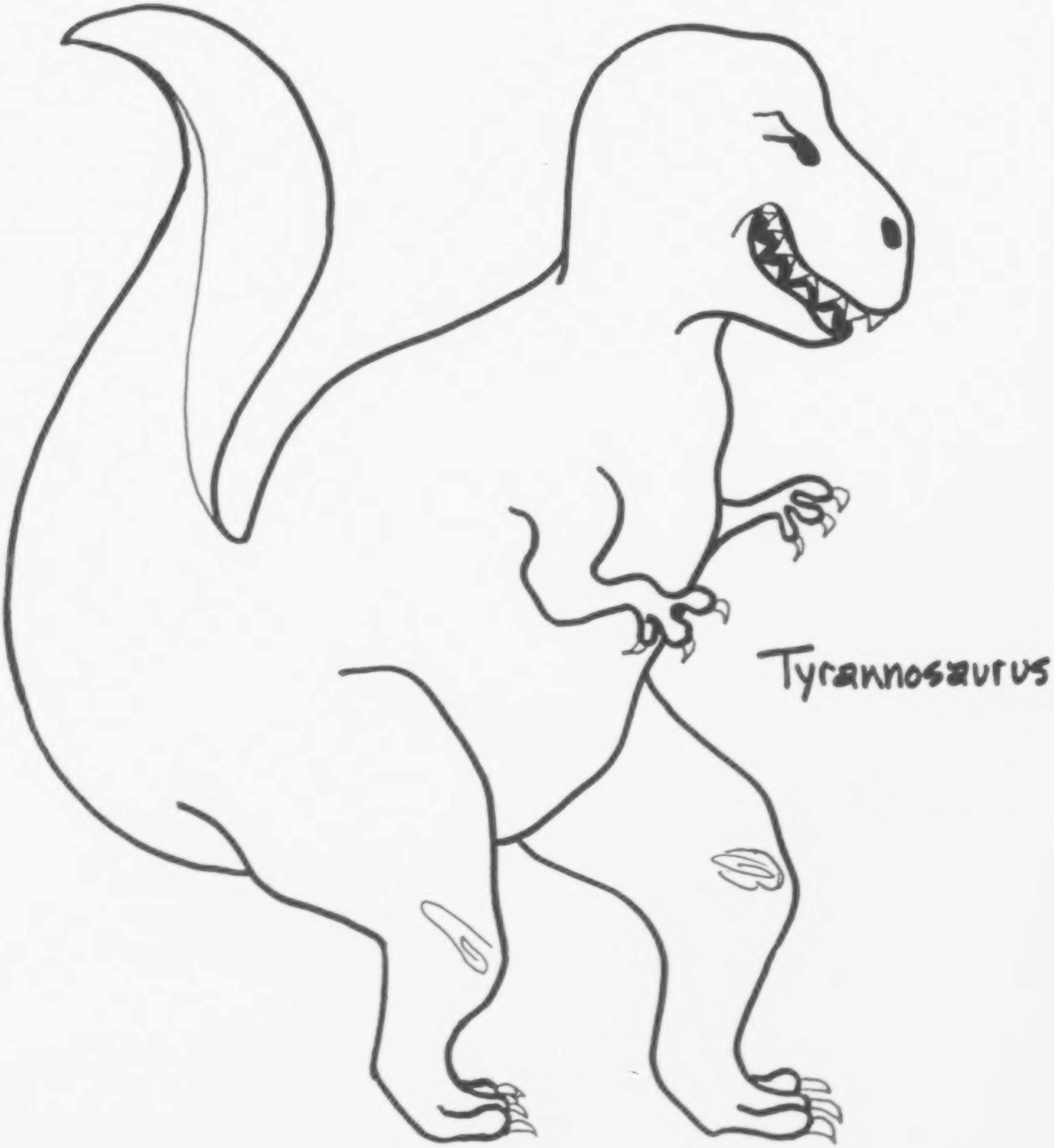
One last dinosaur, in the days of yore,
He went away and then there were no more.

(*Earth Child* p. 243)

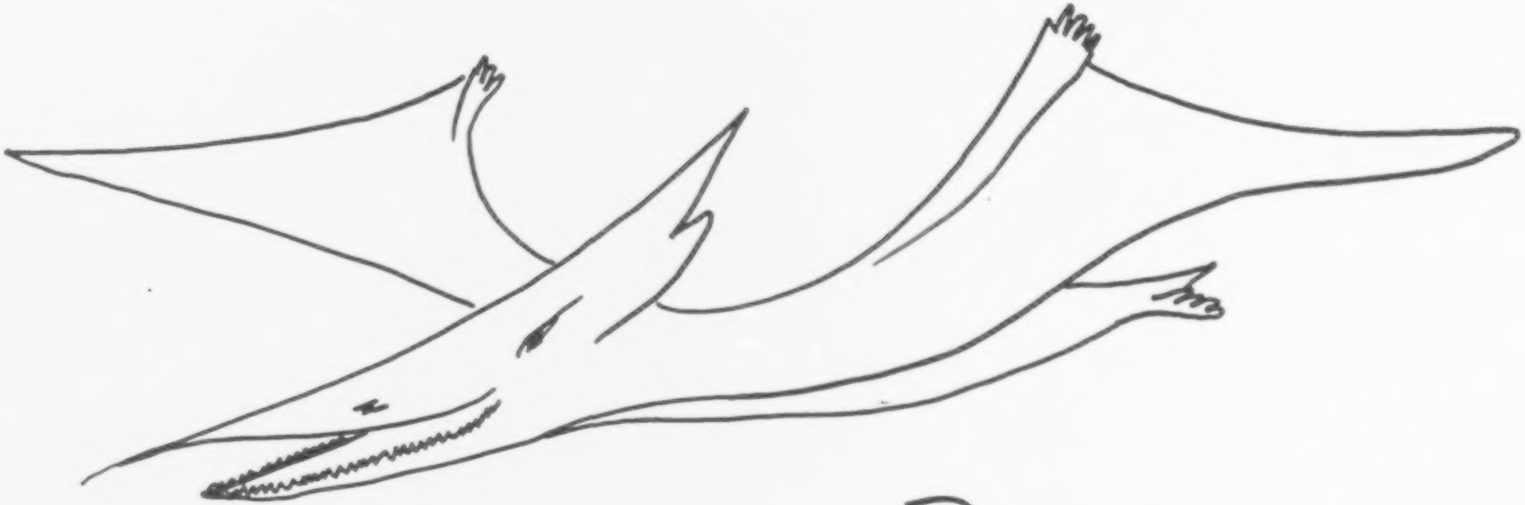
Flannel Board Patterns: Five Gigantic Dinosaurs or Hungry Dinosaurs


Brontosaurus

Flannel Board Patterns: Five Gigantic Dinosaurs or Hungry Dinosaurs

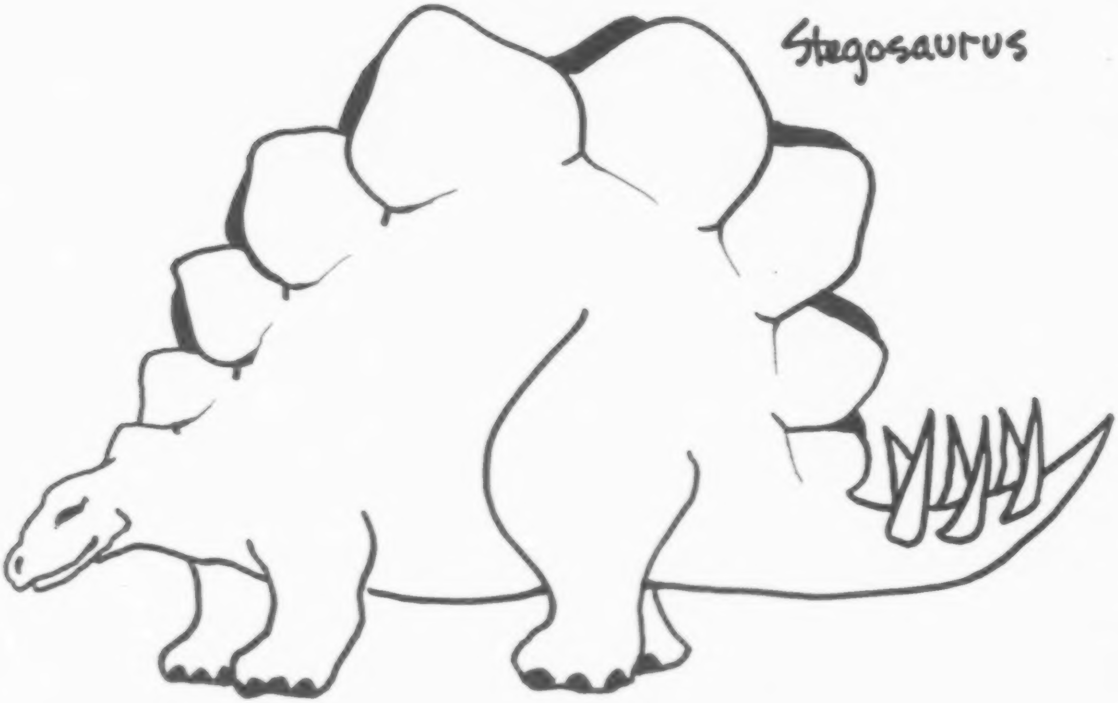

Tyrannosaurus

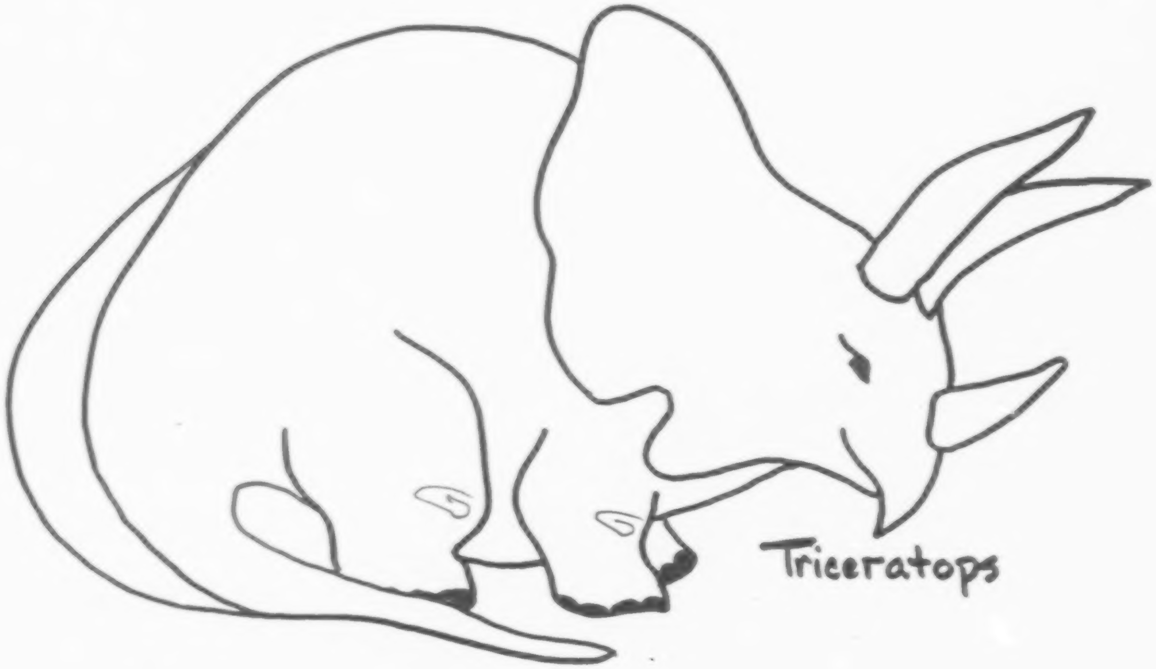
Flannel Board Patterns: Five Gigantic Dinosaurs or Hungry Dinosaurs



Pterodactyl

Flannel Board Patterns: Five Gigantic Dinosaurs or Hungry Dinosaurs


Stegosaurus


Triceratops

School Age Programs

Books to Share

Ames, Lee. *Draw 50 Endangered Animals. Animal Rights Handbook.*
Burningham, John. *Hey! Get Off Our Train.*
Few, Roger. *Macmillan Children's Guide to Endangered Animals.*
James, Simon. *My Friend Whale.*
Landau, Elaine. *Endangered Plants.*
London, Johnathan. *The Eyes of the Grey Wolf.*
Paladino, Katherine C. *Our Vanishing Farm Animals*
Rice, Paul, and Peter Mayle. *As Dead as a Dodo.*
Schlein, Mirium. *The Year of the Panda.*

Interesting Facts

Nurturing Nature

Believe it or not -- There are things YOU can do to help the endangered animals of our planet, which in the end helps all of us survive!

- Be careful not to disturb plants and animals when you're outdoors. Take only pictures, leave only footprints OR even better, leave an area BETTER than you found it.
- Think before buying items made from wild animals.
- Never choose a wild animal, such as a tropical parrot, as a pet.
- Conserve energy by turning off lights and by using your air conditioning, furnace, or car less. Recycle paper and glass. By doing these things, you will use a smaller amount of natural resources that animals depend on for survival.
- Help raise money for organizations that aid endangered animals. Research the organization to be sure the money is being used for what they say. Don't be afraid to ask for reports, etc.
- Learn all that you can about endangered animals. Share what you learn with your friends.

Songs and Poems

Hungry Dinosaurs

(to the tune of Frère Jacques)

Tyrannosaurus, Tyrannosaurus,
You eat meat, you eat meat.
Stalking through the jungle,
Searching for your dinner,
You're so mean, the Tyrant King!

Brontosaurus, Brontosaurus,
You eat plants, you eat plants.
Wading in the river,
Chewing on some algae,
You're so tall, the biggest of all!

Pterodactyl, Pterodactyl,
You eat fish, you eat fish.
Soaring through the air,
Diving in the water,
Catch that fish, your favorite dish!!

Stegosaurus, Stegosaurus,
You eat plants, you eat plants.
Your bony plates protect you,
When you turn to fight,
Swing your spikes, with all your might!

(*Earth Child* p. 240)

The Eagle.

A Fragment.

by Alfred Lord Tennyson

He clasps the crag with hooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
and like a thunderbolt he falls.

(*Granger's Anthology: World's Best Poetry Series I, Vol. V*, p. 321)

The Dodo

by Hilaire Belloc

The Dodo used to walk around,
And take the sun and air.
The sun yet warms his native ground--
The Dodo is not there!

The voice which used to squawk and squeak
Is now forever dumb--
Yet may you see his bones and beak
All in the Mu-se-um.

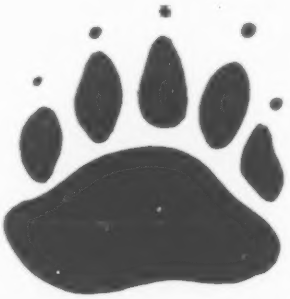
(*Oh, How Silly!* p. 68)

Library Activities

Audiovisuals

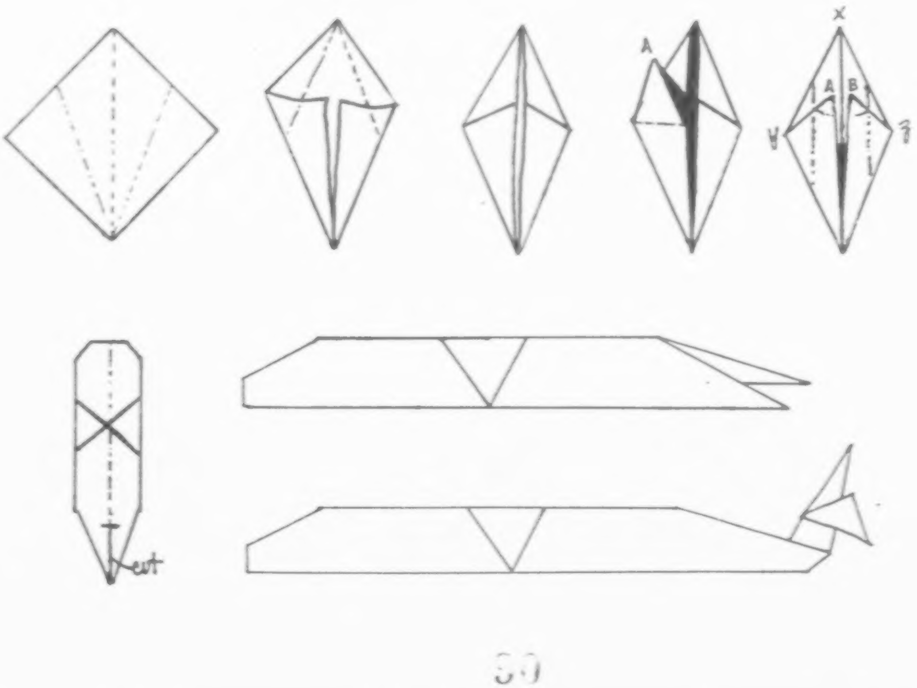
Ana in the Rainforest. Video. 11 min. *(SA)*
Arribada! The Olive Ridley Arrival. Video. 17 min. *(PS)*
Humphrey the Lost Whale. A True Story. Video. 30 min. *(SA)*
Looking at Lemurs. Video. 21 min. *(PS)*
Protecting Endangered Animals. Film. 15 min. *(SA)*
Rhinoceros. Film. 15 min. *(SA)*
Simple Things You Can Do to Save Energy. Video. 15 min. *(SA)*
Slowly Goes the Sloth. Video. 7 min. *(PS)*

Crafts



1. ***Panda Prints:*** Cut a potato in half and draw a panda bear footprint on the cut side of the potato. Trim away the potato surrounding the design so it stands above the rest of the potato about 1/4 inch. Make more than one for large groups. Children can make paw prints in their own design by dipping the potato paw-print design in ink or paint. Allow to dry before hanging or they will drip.

2. ***Origami Whale:*** Crease down center line and valley-fold along dotted lines. Bring out inside points A and B as shown in Fig. 4 to reach Fig. 5. Mountain-fold points X, Y and Z and valley-fold points A and B to reach Fig. 6. Cut tail part as indicated in Fig. 6 and mountain-fold in half. Fold both tail flaps up; then bring down one flap.

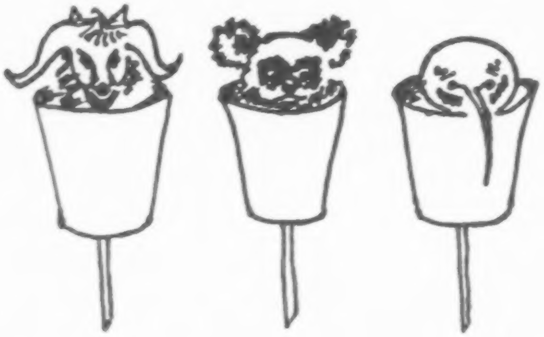


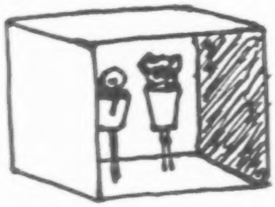
3. ***Peek-A-Boo Puppets:***

Materials

- paper cups
- popsicle sticks or straws
- small Styrofoam balls or egg cup sections
- marking pens or crayons
- yarn, cloth scraps, ribbon, cotton balls
- scissors, glue or tape
- construction paper

1. Make a puppet head out of a Styrofoam ball, egg cup, cardboard circle, or construction paper. (See examples)
2. Draw or glue on eyes, ears, nose, and a mouth.
3. Glue on hair, ears, whiskers, etc. using yarn, paper, cloth, or cotton.
4. Poke a straw or popsicle stick into the bottom of the head and glue or tape it securely.
5. Make a hole in the bottom of the paper cup and insert the end of the stick.
6. Punch the stick up and down, and your puppet will play "peek-a-boo!!"





Puppet Show

Three Little Wolves And The Big Bad Pig

(Adapted from the book by Eugene Trivizas)

Explain before the show how literature and the media often give animals a bad name, such as the phrase "Big Bad Wolf" used in several Fairy Tales and Stories. Wolves, when allowed to be in their natural habitat, are not evil creatures in and of themselves. This puppet show could be performed in conjunction with the book, "The Story of the Kind Wolf" by Peter Nickl.

Burger Box Puppets:

Mother Wolf
Kangaroo
Rhinoceros
White Wolf
Gray Wolf
Black Wolf
Big Bad Pig
Flamingo
Beaver

Narrator: Once upon a time, there were three wolves, one black, one gray, and one white. They were cuddly wolves with soft fur and fluffy tails. When it was time, their mother sent them off into the world to live on their own.

Mother Wolf: Go and build houses for yourselves. But beware of the big bad pig.

Narrator: So off they went, promising to be on the look out for the big bad pig. Soon they met a kangaroo who was pushing a load of red and yellow bricks.

Gray Wolf: Please, will you give us some of your bricks so we may build a house?

Kangaroo: Certainly, these are extra and I am glad I can help you.

Narrator: So the three wolves built themselves a house of brick. Soon the big bad pig began to prowl around their house every day. When the wolves were playing outside they would run inside the house and lock the door when they saw the pig. One day ...

Big Bad Pig: *(Knocking on the door)* Little wolves, little wolves, let me come in!

All Wolves: No! No! No! Not by the hair on our chinny-chin- chins.

Big Bad Pig: Then I will huff and puff and blow your house down!

Narrator: The pig huffed and puffed, and puffed and huffed but the house did not fall down. When that did not work, he went and got a sledgehammer and knocked the house down, for he wasn't called big and bad for nothing. The wolves barely had time to escape.

White Wolf: We will have to build a stronger house!

Narrator: Just then they saw a beaver who was mixing concrete.

White Wolf: Please, will you give us some of your concrete so we can build a stronger house?

Beaver: Certainly, I would be glad to give you all the extra!

Narrator: So the three little wolves built themselves a house of concrete. No sooner had the cement dried solid than the big bad pig returned.

Big Bad Pig: *(Knocking on the door)* Little scaredy-cat wolves, let me come in!

All Wolves: No! No! No! Not by the hair on our chinny-chin- chins.

Big Bad Pig: Then I will huff and puff and blow your house down!

Narrator: The pig huffed and puffed, and puffed and huffed but the house did not fall down. When that did not work, he went and fetched his pneumatic drill and smashed the house down, for he wasn't called big and bad for nothing. The wolves barely had time to escape.

Black Wolf: We will have to build a stronger house!

Narrator: Just then they saw a rhinoceros driving a truck full of iron bars, armor plates and heavy metal padlocks.

Black Wolf: Please, will you give us some of that stuff so we can build a stronger house?

Rhinoceros: Certainly, I would be glad to give you all the extra!

Narrator: So the three little wolves built themselves a house of iron bars, armor plates, and heavy metal padlocks. They felt absolutely safe. Soon, however, the big bad pig returned.

Big Bad Pig: *(Knocking on the door)* Little fraidy wolves, let me come in!

All Wolves: No! No! No! Not by the hair on our chinny-chin-chins.

Big Bad Pig: Then I will huff and puff and blow your house down!

Narrator: The pig huffed and puffed, and puffed and huffed but the house did not fall down. When that did not work, he went and fetched his dynamite and blew the house up, for he wasn't called big and bad for nothing. The wolves barely had time to run out the back door!

Gray Wolf: We must try something different. But what?

Narrator: Just then they saw a flamingo coming along pushing a wheelbarrow full of flowers.

All Wolves: Please, will you give us some flowers?

Flamingo: With pleasure! Please take lots of them.

Narrator: So the three little wolves built themselves a house of flowers. One wall was of marigolds, one of daffodils, one of pink roses, and one of cherry blossoms. They had water lilies in their bathtub, and buttercups in their refrigerator. Now it was a rather fragile house and it swayed in the wind, but it was very beautiful. Next day the big bad pig came prowling down the road and saw the house of flowers. He rang the bluebell at the door and said,

Big Bad Pig: Little frightened wolves with the trembling chins and the scorched tails, let me come in!

All Wolves: No! No! No! Not by the hair on our chinny-chin- chins.

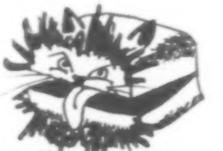
Big Bad Pig: Then I will huff and puff and blow your house down!

Narrator: But as the big bad pig took his first big breath to huff, his nose filled up with the fragrant smell of flowers. The smell was so lovely that even his mean heart filled with the soft scent of flowers and an amazing thing happened. His heart grew tender and a big sappy, happy grin spread over his face.

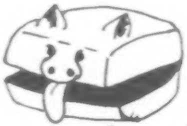
Big Bad Pig: I've been horrible! I must apologize to you, little wolves, and I will become a big, good pig. I'm going to dance and sing, and be a good friend instead of a big bad pig.

Narrator: At first the wolves were worried, thinking this might be a nasty trick on the part of the pig. Nevertheless, they soon realized that the pig had changed. After that they played games like pig-pong and rode piggy back around the yard. When they were all tired out, they invited the pig into their home and had tea and wolfberries and became good friends and lived happily ever after.

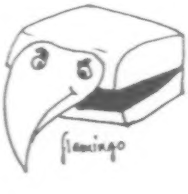
These examples are of puppets created from burger take-out boxes. Cut out cardboard and decorate with yarn as needed.



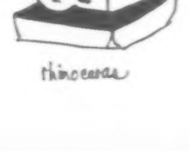
wolf



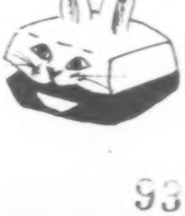
pig



flamingo



rhinoceros



kangaroo

Small Group Activities

1. ***The Last Cage:*** Build a cage out of a large appliance box or by taping wrapping paper rolls together to form bars. Have each child sit inside the cage for a few moments, then discuss:

    - How it would feel to live in a cage?
    - Would it be OK to receive the same food every day, and only water? What if you were forgotten?
    - Would it get lonely?
    - How could you play or move around?
    - How would this change how you feel about the people keeping you in the cage?
    - With older kids, talk about the "rights" animals and people deserve. How well do we grant these "rights"--even at home?

2. ***Animal Dash:*** Set up an obstacle course in a play area using chairs, boxes, tables, etc. Have the children line up on one side of the room. Tell them the forest is on fire and they must reach the other side of the room to be safe. To make the game more interesting have each child adopt the mannerisms of a different animal. When they reach safety discuss the difficulties they encountered. Were the small animals safer if they couldn't move as fast? Could large animals climb over some of the larger obstacles?

Large Group Activities

1. ***Whale of a Whale:*** To help children visualize the size of a whale (which can reach a length of 100 feet) use the following exercise:
    - Cut a string 100 feet long and stretch the string out on the floor (it may have to go around corners).
    - Do a variety of activities to help children "feel" the length, i.e., run the length, line up children along the string, have children lay down the length of the string.
    - Give a tour of the whale: the jaws would be 25 feet long, with the eyes and blowhole at the 25 ft. mark; 15 ft. further on would be the flippers which are 20 ft. long. After another 25 ft. is the dorsal fin, and the tail at the end is about 20-25 feet.
    - Take an imaginary ride on the whale's back or have the children sit on the back while listening to a story.

2. ***Gorilla-Man-Gun:*** Remember the old *Paper-Rock-Scissors* game? This is to be played in much the same way. Divide into two single file groups back to back. One person acts as the leader and shouts One-two-three! On the count of three, everybody turns around and instantly assumes one of three positions:

    MAN: both hands on hips saying, "Hi, there!"
    GUN: both hands draw imaginary guns and shout, "BANG!"
    GORILLA: hand in air, menacing snarl and shouting "GRRRR!"

    The winner of each turn is determined in the following manner, much like the *Paper-Rock-Scissors* game. Man wins over gun because man has power over guns. Gun wins over gorilla because gorillas are helpless against guns. Gorilla wins over man because gorilla is stronger.

Endangered Species Word Search

S	B	R	E	E	L	E	P	H	A	N	T
N	E	F	E	M	B	E	R	C	G	H	P
O	W	G	A	L	Y	U	K	R	T	H	U
W	H	A	L	E	L	M	O	I	U	N	F
L	O	I	I	O	P	L	A	A	B	J	F
E	O	M	O	K	L	E	L	K	B	P	I
O	P	A	N	D	A	S	A	R	Y	A	N
P	I	P	O	L	A	R	B	E	A	R	J
A	N	O	R	M	H	D	E	D	K	O	N
R	G	V	I	I	C	A	A	D	E	J	O
D	C	A	T	D	S	N	R	E	W	R	I
O	R	H	I	N	O	C	E	R	O	S	L
L	A	F	G	T	M	S	D	S	L	R	O
D	N	Y	E	I	O	E	E	C	V	Y	P
B	E	M	R	S	T	A	S	S	E	U	W
O	R	A	N	G	U	T	A	N	S	T	E

ORANGUTANS

ELEPHANT

LION

KOALA

TIGER

WOLVES

POLAR BEAR

YAK

WHALE

WHOOPING CRANE

PUFFIN

SNOW LEOPARD

RHINOCEROS

PANDAS

Endangered Species Word Search

Answer Sheet

S				E	L	E	P	H	A	N	T
N											P
O	W						K				U
W	H	A	L	E			O				F
L	O		I				A				F
E	O		O				L				I
O	P	A	N	D	A	S	A		Y		N
P	I	P	O	L	A	R		E	A	R	
A	N								K		
R	G										
D	C		T						W		
	R	H	I	N	O	C	E	R	O	S	
	A		G						L		
	N		E						V		
	E		R						E		
O	R	A	N	G	U	T	A	N	S		

ORANGUTANS

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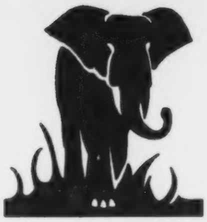
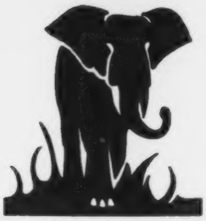


Once Upon This Planet

Forever Mine!

Family Fun



* * *

Family Books to Share

Toddler and Preschool Books

Allen, Judy. *Elephant.*
Jonas, Ann. *Aardvarks, Disembark.*
Twinem, Neecy. *Aye-Ayes, Bears and Condors.*
Wallwork, Amanda. *No Dodos: Counting Book of Endangered Animals.*

School Age Books

Ames, Lee. *Draw 50 Endangered Animals.*
Burningham, John. *Hey! Get Off Our Train.*
London, Jonathan. *The Eyes of the Grey Wolf.*
Rice, Paul and Peter Mayle. *As Dead as a Dodo.*
Simon, James. *My Friend Whale.*

Family Books

Bloyd, Sunni. *Endangered Species.*
Hecht, Jeff. *Vanishing Life: The Mystery of Mass Extinctions.*
Kalman, Benjamin. *Animals in Danger.*
McClung, Robert M. *Lost Wild America.*

Family Activities

1. ***Texas Endangered Species Watch:*** Find out what species are endangered in your area; find them in the*Texas Almanac.* Keep a lookout for those particular animals. Provide paint and ask your children to paint pictures of endangered animals in their natural habitats. Have each child add a short quote/slogan to their poster.

2. ***Dinosaur Egg Hunt:*** Having a family picnic? A scavenger hunt with clues hidden at various locations can lead your family to the Dinosaur Egg (a watermelon). Alternately, brightly painted panty hose eggs can be hidden similar to an Easter egg hunt.

3. ***Adopt an Endangered Animal:*** Have your child choose an endangered animal as a "pet". Research facts about the species at your library. Make a scrapbook of pictures and articles copied from magazines. Contact an agency or organization that works to protect the animal. Write letters of concern to applicable industries and governmental agencies. Continue to trace happenings concerning your "pet" and log any actions which occur.

Family Films

Free Willy
Land Before Time
The Last Unicorn
Those Calloways
The White Seal

Family Crafts

Fun Fossils: Make your own fossils out of salt dough or clay. Flatten a small ball of dough or clay on a sheet of wax paper. Make impressions in the dough or clay with objects such as shells, twigs, leaves or toy dinosaurs. Allow to air dry (2-3 days) of bake in the oven for 30 minutes at 350 degrees.

Salt Dough

Mix 4 cups of flour, 1 cup of salt, and 1 1/2 cups of water. Knead for 5 minutes.

ONCE UPON THIS PLANET: Live It

Hold My Hand

Preschool Library Programs

Toddler Books to Share

Greenfield, Eloise. *Big Friend, Little Friend.*
Isadora, Rachel. *Friends.*
Oxenbury, Helen. *Family.*
Scott, Ann Herbert. *On Mother's Lap.*
Williams, Vera B. *"More More More" Said the Baby: Three Love Stories.*

Preschool Books to Share

Alexander, Martha. *Where Does the Sky End, Grandpa?*
Aliki. *We are Best Friends.*
Cowen-Fletcher, Jane. *Mama Zooms.*
Drescher, Joan E. *Your Family, My Family.*
Greenblat, Rodney A. *Aunt Ippy's Museum of Junk.*
Hoban, Russell. *Arthur's New Power.*
Johnson, Angela. *When I Am Old With You.*

Finger Plays and Action Rhymes

Family Walk

Mommy and Daddy take big steps
(Right hand fingers walking,
long strides, very fast)
They always walk so fast;
Brother and sister skip and run,
(Right hand fingers walk and hop lightly)
But I am always last.
(Left hand behind right,
fingers walking fast, short steps)

(*Busy Bodies*, p. 22)

Every Day

The family all come home at night
From work and school and play.
(Both hands at arms length,
fingers walk toward body)
We stay home safe and snug and tight,
(Interlace fingers and enclose in hands)
And go out again each day.
(Open hands, fingers walk away)

(*Busy Bodies*, p. 23)

Flannel Board

Three Little Kittens

Three little kittens, they lost their mittens, and they began to cry,
"Oh, mother dear, we sadly fear, our mittens we have lost!"
"What! Lost your mittens, you naughty kittens, then you shall have no pie!"

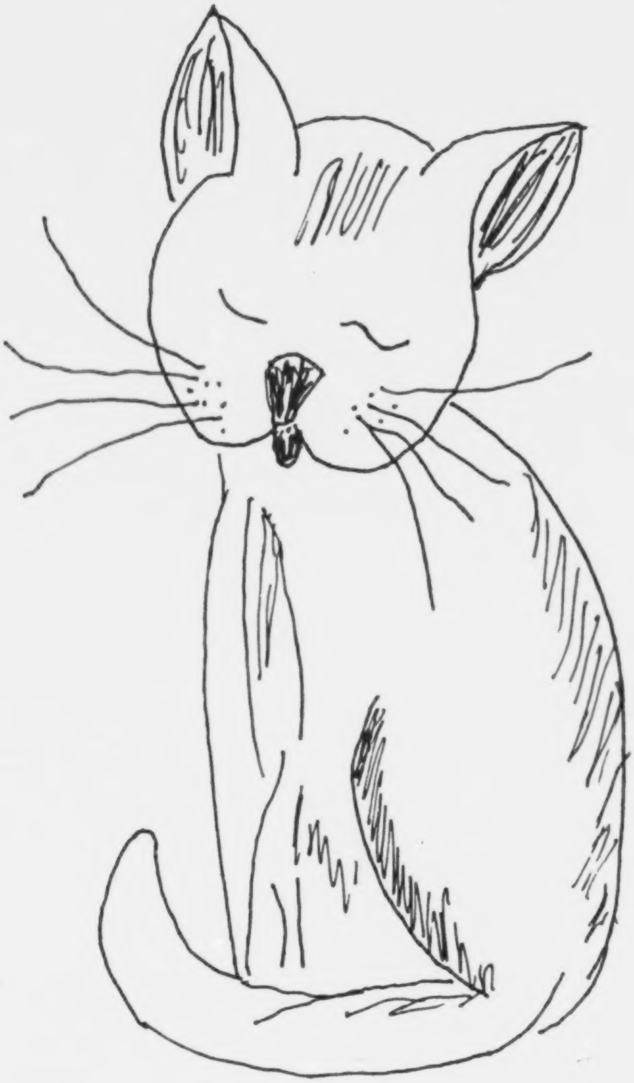
The three little kittens, they found their mittens, and they began to cry,
"Oh, mother dear, see here, see here, Our mittens we have found!"
"Put on your mittens, you silly kittens and you shall have some pie!"

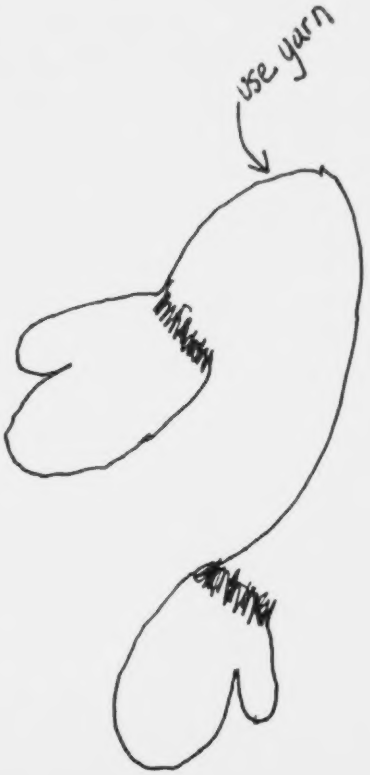
The three little kittens put on their mittens and soon ate up the pie!
"Oh, mother dear, we greatly fear, our mittens we have soiled!"
"What! Soiled your mittens, you naughty kittens," and they began to sigh.

The three little kittens, they washed their mittens, and hung them out to dry.
"Oh, mother dear, do you not hear, our mittens we have washed?"
"What! Washed your mittens? What good little kittens! But I smell a rat close by!"

Flannel Board Patterns: Three Little Kittens

Make 3 and color differently





School Age Library Programs

Books to Share

Friedman, Ina R. *How My Parents Learned to Eat.*
Gryski, Camilla. *Friendship Bracelets.*
Jenness, Aylette. *Families: A Celebration of Diversity, Commitment and Love.*
Lobel, Arnold. *Frog and Toad are Friends.*
Silverstein, Shel. *The Giving Tree.*

Short Story

Beautiful Dinner Conversation

(Suggest that children try this at their home and ask if anyone has seen anything truly beautiful that they would like to share.)

Once there was a little boy who lived with his mother. Every morning, the boy had to walk alone a great distance to school. He constantly complained to his mother about how boring and long the walk was, hoping she would allow him to stay home. Instead, she would send him on his way with a sandwich and apple for lunch.

Finally, one morning, after listening to his daily complaint, his mother asked him to find something beautiful on his walk and tell her about it that evening. Reluctantly, he left for school and thought about his mother's request as he walked. After a while, he looked up from his path and searched the sloping hill for something beautiful. To his surprise, he noticed an apple tree covered with delicate pink petals. A gust of wind rattled the branches and some of the petals floated to the ground. A snow flower-shower! Why hadn't he noticed it before? Surely the tree had been there all along! That evening, he rushed home to tell his mother about what he had seen. To his delight, they decided to make it a game for the following day as well. As each went through their daily routine, they were keenly aware of their surroundings and searched for something beautiful to share with the other that evening. The boy told his mother about a multi-colored lizard that had been sunning himself on a rock, and his mother told him about a butterfly that was sipping nectar from a flower. All of a sudden, the boy couldn't wait to walk to school because his journey was always full of interesting things to see and hear.

His only remaining complaint is that it is so hard decide what, of the many beautiful things he experiences, he will tell his mother at the end of the day.

(Earth Child, p. 200)

Songs and Poems

Today, I'm Going to Meet a Friend

(sing to the tune of "Here We Go Round the Mulberry Bush")

Today, I'm going to meet a friend, meet a friend, meet a friend.
Today, I'm going to meet a friend and we'll be friends together.
Today, I'm going to play with my friend, play with my friend, play with my friend,
Today, I'm going to play with my friend, and we'll be friends forever.

Make New Friends

(sing as a round)

Make new friends
But keep the old
One is silver
And the other's gold.

Library Activities

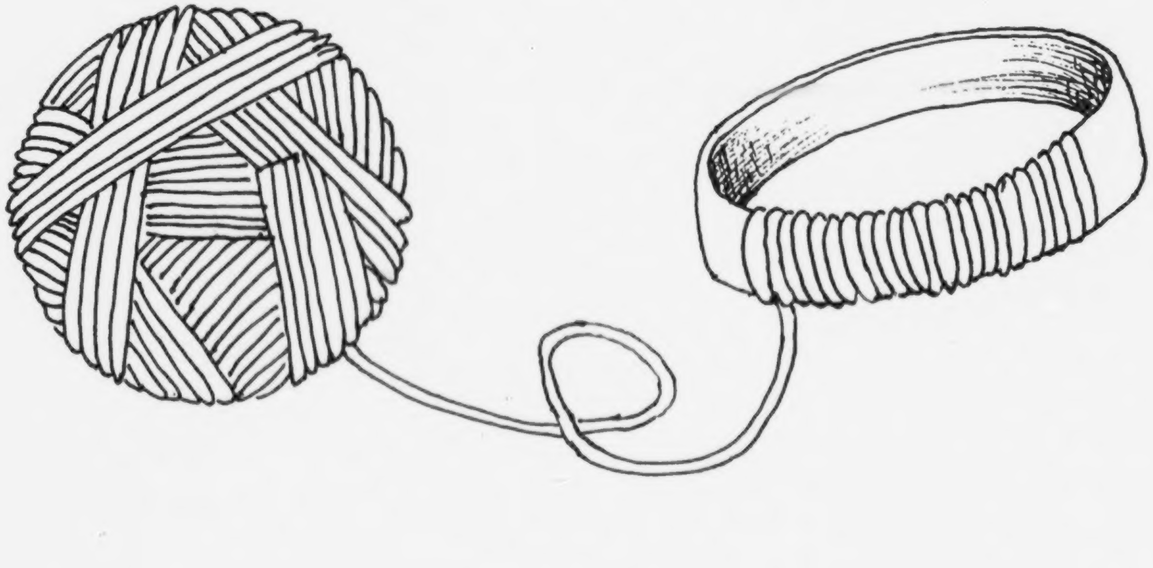
Audiovisuals

Frog and Toad Together. Film. 16 min. *(PS)*
The Mouse and the Motorcycle. Film, video. 41 min. *(SA)*
Reading Rainbow 57: Stay Away from the Junkyard. Video. 30 min. *(SA)*
Scrap of Paper and a Piece of String. Film. 6 min. *(SA)*
What Mary Jo Shared. Film. 13 min. *(PS)*

Crafts

1. ***Friendship Pins:*** School age children will enjoy putting small beads on safety pins (about 8 beads per pin). Have them make one for themselves and one to give their friend or someone they just met. Make one for each member of their family. Pins can be worn anywhere on the body.

2. ***Friendship Yarn Bracelets:*** Using cardboard strips, yarn, tape, and some glue, make friendship bracelets. Cardboard strips should be approximately 1/2" X 7" and ends should be taped together to form a loose bracelet that can be wrapped with yarn. Starting with one end of the yarn taped to the cardboard, wrap neatly around cardboard and secure end by tucking it underneath the yarn on the inside and applying a dab of glue. (For "authentic" friendship bracelets which are more complicated to make, use Camilla Gryski's *Friendship Bracelets.)*



Puppet Show

Big Friendships
by Gayle A. Travis

(Make Finger Puppets from the flannel board patterns used in "Five Gigantic Dinosaurs" in the FOREVER MINE section of this manual by cutting and tracing the patterns onto tag board and taping finger tubes to the backs of the figures. The larger figures may need two finger tubes OR the figures can be reduced on a photocopier.)

Characters: Bruno Brontosaurus; Tyrone Tyrannosaurus; Sonya Stegosaurus

Sonya: Wake up you lazy dino!! You are going to miss all the excitement for the day!! Wake Up, I said!

Bruno: *(Yawning)* What in the world are you talking about!

Sonya: The volcano is going to erupt today and we are all going to the edge of it to watch the show.

Bruno: (Still tiredly) I don't know, my father Buster always said that was the most dangerous thing we could do. If we get too close, we could all be killed!

Sonya: Yeah sure, like we could ever be all killed. You act like someday there won't be any dinosaurs at all!!

Bruno: OK -- It would be kind of nice to see the show, I've only ever seen a volcano erupt from a couple of mountains over. *(They exit the stage and Tyrone Tyrannosaurus enters, muttering)*

Tyrone: OK... I will need my toothbrush...no, I can cut a new tree when I get there...Where are my running shoes... oh yes, Terry Pterodactyl carried them off the other day, I just hope I don't burn my feet. Now, where is my mountain gauge...behind the rock smasher...what else will I need...Oh, I just hate it when this happens, I am going to miss this place...*(Continues to mutter and scurry around while Bruno and Sonya enter excitedly)*

Bruno: Tyrone, what are you doing? Do you want to come watch the show with us!!

Tyrone: What show? What do you mean? We have to get going as soon as possible! (*More scurrying*)

Sonya: We are going down to the valley and watch the volcano erupt -- don't you want to come?

Tyrone: Are you dumb dinosaurs or something!! Bruno, you're a Brontosaurus, don't you ever watch the barometer!! That volcano is expected to spread lava all over the valley, these mountains and everything within 100 miles. We have to move fast or we will all be killed!!!

Sonya: Killed! You sound like Bruno!

Bruno: Sonya, I think we had better listen to Tyrone. He has been our friend for a long time.

Tyrone: I'm all packed, but I will help the two of you pack if you want. We can travel together to start a new life somewhere else. Terry has gone off to scout out a new place and will be back soon to lead the way.

Sonya: *(Beginning to be concerned)* Maybe you all are right, thanks for the warning, and I could use the help packing. We had better get going.

Bruno: Thank you so much Tyrone. You're a true friend.

Tyrone: Well, that's what friends are for. Besides, I feel we are almost family anyway! Let's go!

Small Group Activities

1. ***Stick By Your Friend:*** Have each child get a partner and link arms. Each child places a beanbag on his/her head. As they move around the room they must keep from dropping their beanbag. When a beanbag is dropped the pair freezes and the other partner must stoop to pick up the beanbag (they can hold their own beanbag in their hands but may not unlink arms). Add variations--e.g., blindfolding one child or have relay races for older children.

2. ***Friends Work Together:*** Divide children into pairs. Each pair should stand inside a hoola hoop, holding it at waist level. Children move around the room to appropriate music. When music stops, pairs are joined by another pair inside their newly stacked hoops. The game ends when no more children can fit inside a stack of hoops. Hoola hoops can be made by taping ends of rubber tubing together.

Large Group Activity

1. ***Just Like Me:*** Statistically in any given group there are at least two people who have the same birthday (day and month). Call out characteristics and have those who have the characteristic in common stand up. The fun really starts the faster you call while children are sitting and standing and trying to figure out if they have the characteristic in common. Try these characteristics and make up new ones. Older children will enjoy being the caller for the younger groups. Everyone who has (is) . . .

   a birthday in (month)
   (color) hair
   solid colored shoestrings
   tennis shoes with laces
   shoes with zippers
   (color) (item of clothing)
   right- (left-) handed
   (pick an age)
   a hair ribbon or bow
   a t-shirt with something on it
   a TV in their room
   had a sandwich for lunch
   went swimming this week
   is here with a friend

2. *Friendship Train:* Children form a line together by placing their hands on the hips or shoulders of the child immediately in front of them. The person in the front is the conductor and must give clear instructions so the train can move as a group when backing up or turning. Find the pace that fits everyone. This is easiest with school age children.

Handout

ECOLOGY CHECKLIST

Can't	Don't Want To	Might	Some-times	Easy! I'll Do It	What My Family Can Do Everyday
					Walk or ride a bike instead of taking a car
					Help organize car pools
					Use a sponge to clean spills
					Collect newspaper for recycling
					Use dishes instead of paper plates; reusable cups instead of paper cups
					Use the back of writing paper and drawing paper
					Save envelopes and wrapping paper to use again
					Ask your school to buy recycled paper
					Save cans and bottles for recycling
					Use plastic bags over and over
					Avoid buying things in plastic containers or wrappers
					Turn all water faucets completely off
					Fix drips and leaks
					Don't let the water run while you brush your teeth
					Run dishwashers and washing machines only with full loads
					Don't use the toilet as a wastebasket
					Turn off lights when you're not using them
					Put garbage into a compost pile
					Cut plastic six-pack holder rings (these can trap and kill fish, birds, and sea animals if blown into water)
					Fix things instead of throwing them out (examine before you buy to avoid thing which will break soon)
					Give outgrown clothes to someone smaller
					Share books, games, magazines with your friends
					Seek out fast food restaurants that wrap their food in cardboard or paper rather than foam. Write to the headquarters of your favorite restaurants it they do not have this policy
					On a cold day, wear a sweater rather than turn on the furnace
					Write letters to your city council or mayor to encourage or support a city wide recycling program
					Write letters to the President and your Congressperson to encourage or support environmental legislation
					Talk to people about Ecology
					Add things to this list and make copies for other people

Once Upon This Planet

Hold My Hand!

Family Fun

* * *

Family Books to Share

Toddler Books

Greenfield, Eloise. *Big Friend, Little Friend.*
Isadora, Rachel. *Friends.*
Scott, Ann Herbert. *On Mother's Lap.*
Williams, Vera B. *"More More More," Said the Baby: Three Love Stories.*

Preschool Books

Alexander, Martha. *Where Does the Sky End, Grandpa?*
Aliki. *We Are Best Friends.*
Cowen-Fletcher, Jane. *Mama Zooms.*
Greenblat, Rodney A. *Aunt Ippy's Museum of Junk.*

School Age Books

Friedman, Ina R. *How My Parents Learned to Eat.*
Gryski, Camilla. *Friendship Bracelets.*
Silverstein, Shel. *The Giving Tree.*

Family Books

Livingston, Myra Cohn, ed. *I Like You, If You Like Me: Poems of Friendship.*
Paterson, Katherine. *Bridge to Terabithia.*
Taylor, Mildred D. *The Friendship.*
Taylor, Theodore. *The Cay.*

Family Activities

1. ***Child Tree:*** An old Indian custom in some tribes encouraged the parents to plant a tree for each child born and give the tree the same name as the child. Nurture every tree as your own.
2. ***Energy Wise:*** Work together as a family to help save energy and resources:
   - Take your own bag to the grocery store (cloth bag last longer).
   - Turn off lights and appliances in rooms when you leave them.
   - For one day keep a record of how much water your family uses. Did you know that every flush of a toilet can take eight gallons of water?
   - Test whether the shower or a bath uses more water. Plug the drain when you take a shower. Is it as deep as the baths you run?

Family Films

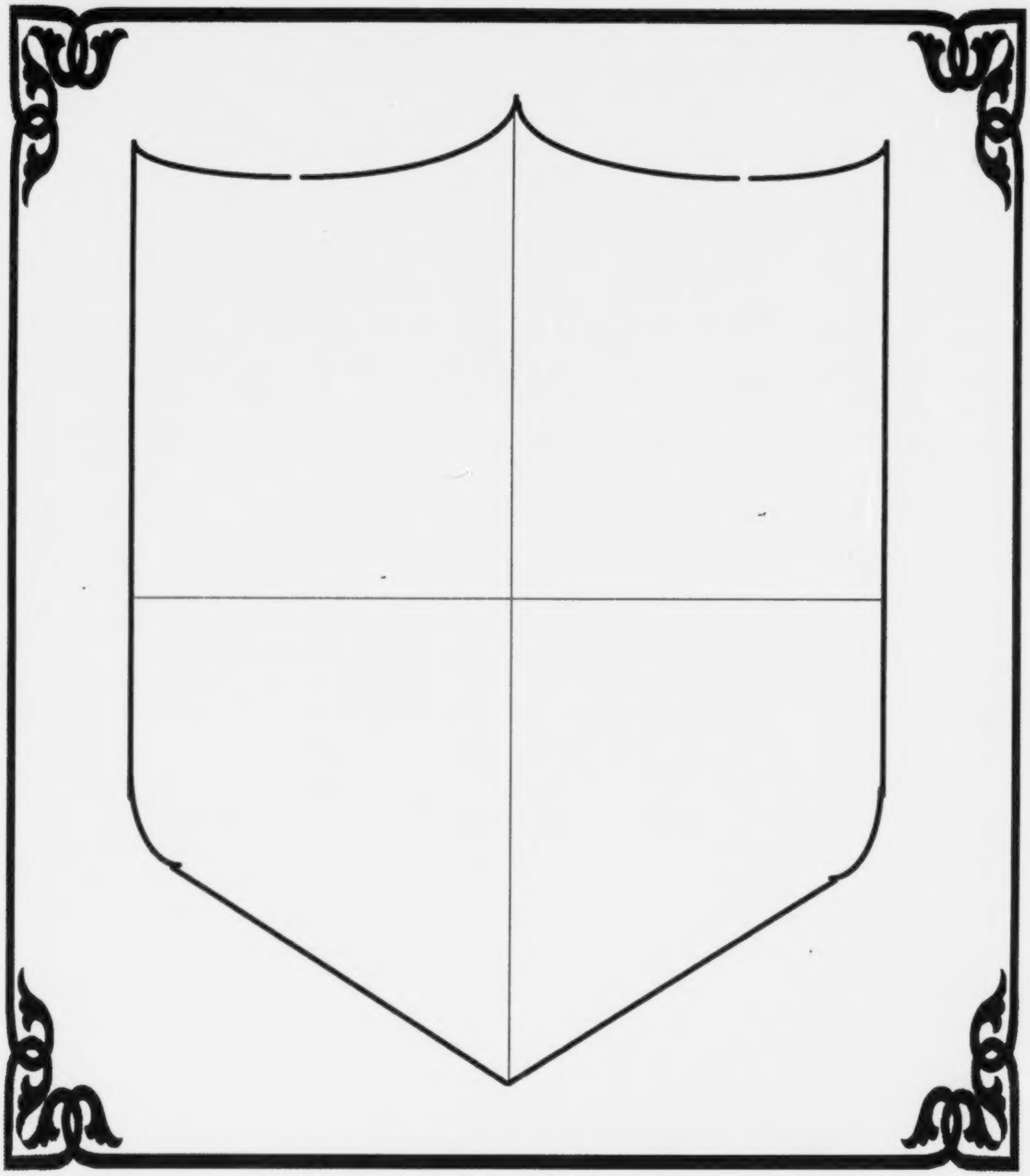
Anne of Green Gables (series)
Lantern Hill
The Railway Children
The Sound of Music
Swiss Family Robinson
Vice Versa

Family Crafts

1. ***Family Map:*** Take a map of the United States and mark your family's journey to Texas. Note where family members live across the country and discuss why theylive where they do. Family photos can be added along with brief notes or explanations.

2. ***Family Crest:*** Learn about the meaning of your last name at your library and design a crest that symbolizes something important to your family. (A basic crest is provided on the back of this page.)

3. ***Family Logo***: Have tee shirts, a family flag, and perhaps "Friend of the ___ Family " shirts made for your friends. Wear them to ball games, picnics, and other family outings.



FAMILY CREST

1. **Initials** Use your own initials in the first space. You may want to decorate them with glitter or marker pens
2. **Accomplishments** Draw a picture of or list some of your accomplishments.
3. **Motto** Think of a phrase which tells something about a part of your life that you wish to express. This may be a rule to live by, or some message that means something special to you.
4. **Goals** List goals that you or your family have. Draw a picture and illustrate these.

ONCE UPON THIS PLANET: Live it

Around the Town

Preschool Library Programs

Toddler Books to Share

Hughes, Shirley. *Out & About.*
Rylant, Cynthia. *Everyday Town.*
Stevenson, James. *Grandpa's Great City Tour: An Alphabet Book*

Preschool Books to Share

Anno, Mitsumasa. *All in a Day.*
Grifalconi, Ann. *The Village of Round & Square Houses.*
Leedy, Loreen. *The Great Trash Bash.*
Lobel, Arnold. *On Market Street.*
Simon, Seymour. *Animals in Your Neighborhood.*

Finger Plays and Action Rhymes

Hide and Seek

There's a funny little man in a funny little house;
(Hold up left thumb)
And right across the way
Is another little man in another little house;
(Hold up right thumb)
And they play hide and seek all day.
(Move both thumbs up and down)

One funny little man through his window peeps,
(Let left thumb move out from doubled up fist)
Sees no one looking, then softly creeps
Out of his door so slowly -- slow --
(Bring thumb out gradually)
He looks up and down and high and low;
(Move thumb in different directions)
Then back into his house he goes.
(Bring thumb back into doubled up fist)

Then the other little man through his window peeps,
(Let right thumb move out of doubled up fist)
Sees no one looking, then softly creeps
Out of his door so slowly -- slow --
(Bring thumb out gradually)
He looks up and down and high and low;
(Move thumb in different directions)
Then back into his house he goes.
(Bring thumb back into doubled up fist)

Sometimes these little men forget to peep,
And out of their doors they softly creep,
(Move both thumbs out of doubled up fists)
Look up and down and high and low,
(Move thumbs in different directions)
See each other and laugh "Ho! Ho!"
(Bring thumbs toward each other)
Then back into their houses they go.
(Thumbs walk away from each other and return to doubled up fists)

(Children's Counting-Out Rhymes, p. 23)

Flannel Board

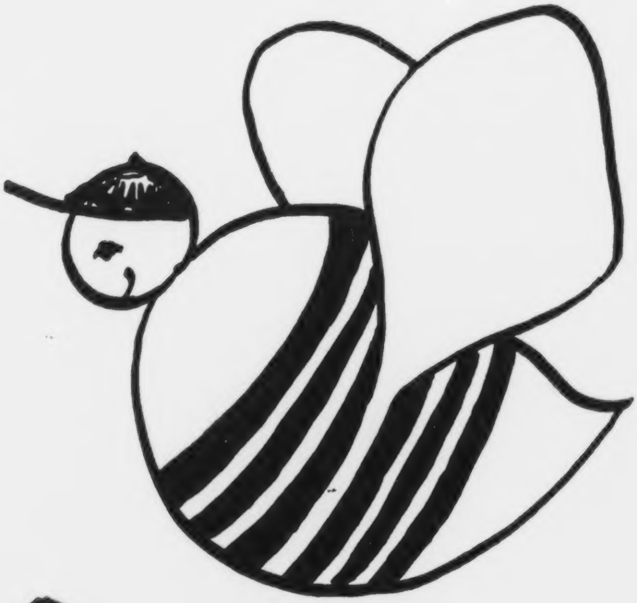
Houses

(May use as a finger play or use patterns provided to do as flannel board activity. Patterns for "nest", "bird" and "hole" are found in the Flannel Board section, "Green Grass Grows..." of ROOM TO ROAM.)

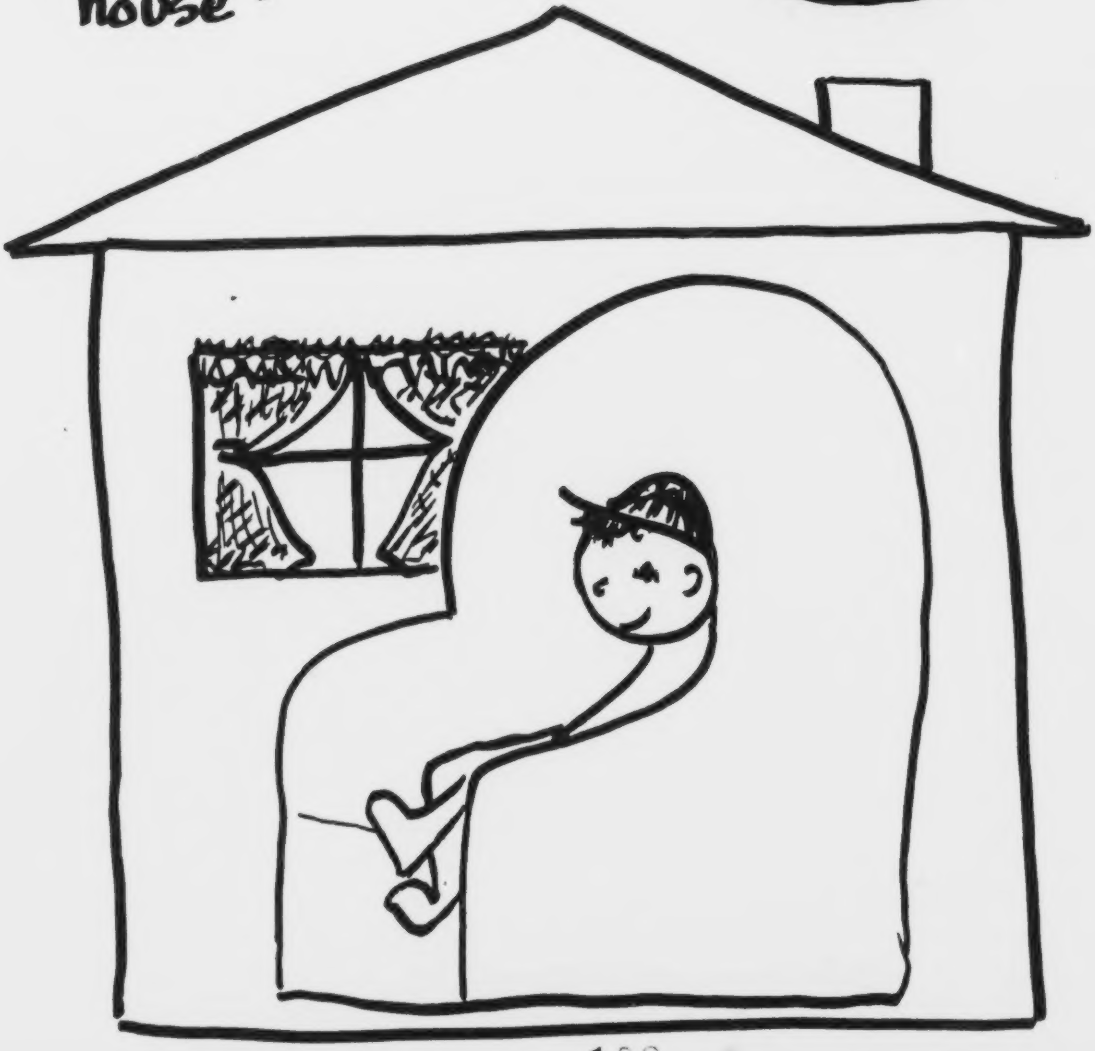
Here is a nest for the robin;
(Cup both hands)
Here is a hive for the bee;
(Fists together)
Here is a hole for the bunny;
(Finger and thumb make a circle)
And here is a house for ME!
(Fingertips together to make a roof)

Flannel Board Patterns: Houses

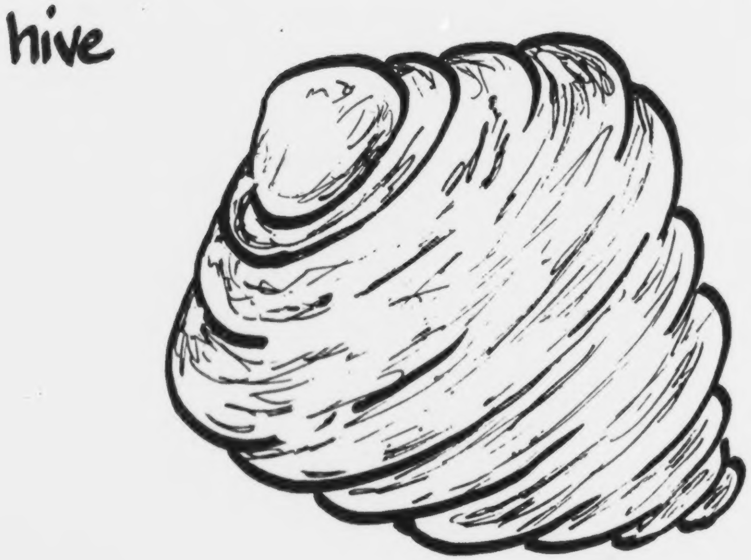
bee

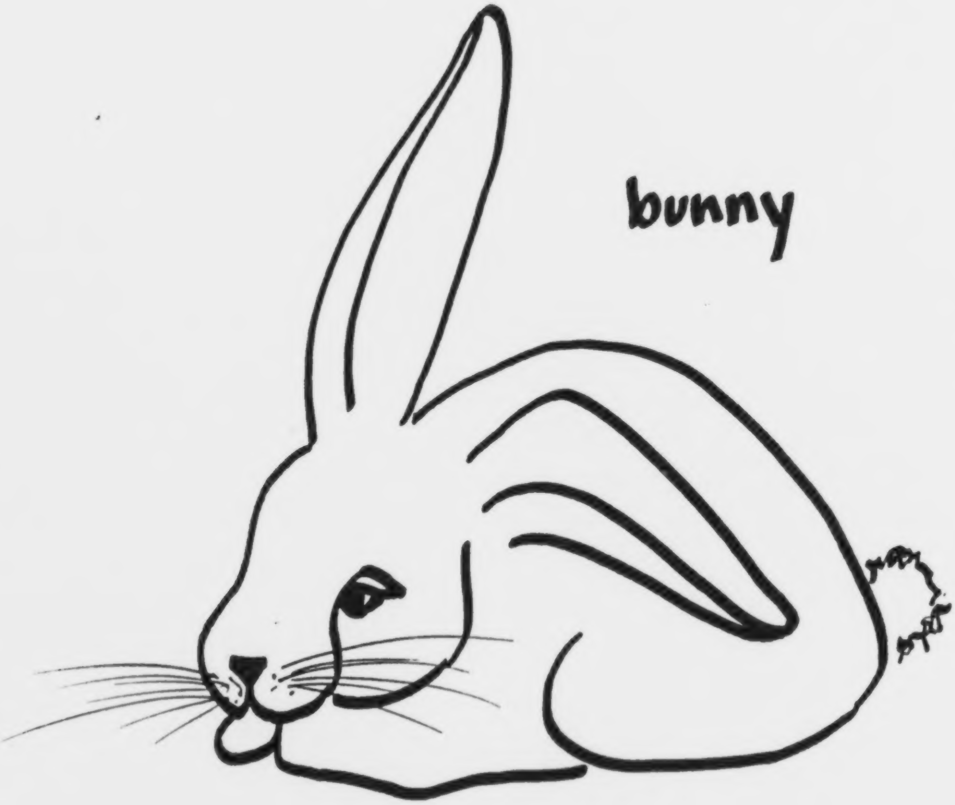


me in my house



Flannel Board Patterns: Houses





School Age Library Programs

Books to Share

Alexander, Lloyd. *The Big Book for Peace.*
Asch, Frank. *Hands Around Lincoln School.*
Gikow, Louise and Ellen Weiss. *For Every Child, A Better World.*
Levine, Arthur A. *Pearl Moscowitz's Last Stand.*
Zelver, Patricia. *Wonderful Tower of Watts.*

Songs

I'm Walking to My House

To the tune of The Farmer in the Dell -- Have the children form a line and do the motions as they sing each verse. If space is a problem, the actions may be done standing in place.

I'm walking to my house,
I'm walking to my house,
Hi Ho the Derry-O
I'm walking to my house.

Additional Verses:
I'm running to my house, etc.
I'm hopping to my house, etc.
I'm skipping to my house, etc.
I'm stomping to my house, etc.
I'm sneaking to my house, etc.
I'm flying to my house, etc.

We've Got the Whole World

We've got the whole world in our hands
We've got the whole wide world in our hands
We've got the whole world in our hands
We've got the whole world in our hands.

We've got the sun and the moon ...
We've got the wind and the rain ...

We've got the earth and the waters ...
We've got the air and the mountains ...

We've got you and me brother ...
We've got you and me sister ...

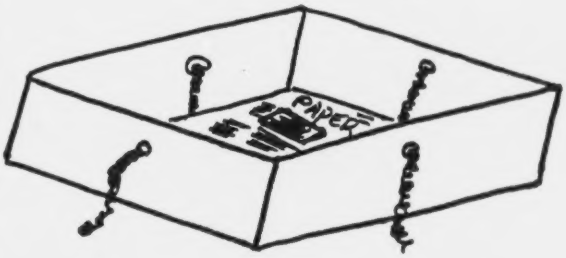
We've got the tiny little baby ...
We've got the itsy bitsy ...
We've got everybody in our hands.

Library Activities

Audiovisuals

Communities and How They Work. Video. 12 min. *(SA)*
Here Comes the Cat. Film. 6 min. *(PS)*
No Guitar Blues. Film. Video. 27 min. *(SA)*
Not So Fast Songololo. Film. 11 min. *(PS)*

Crafts



1. ***Recycling Bins:*** Boxes can be decorated with paint and permanent markers or pictures from magazines. Separate boxes for plastic, cans, glasses, and paper should be clearly labeled. A box for newspapers can be made by poking holes in the sides of the box near the top. Run a string loosely through the holes so that it lies against the bottom. Newspapers can then be tied together when the box is full, and the box can be restrung for the next collection. Your library may want to look into the recycling requirements for your nearest collection site, or even become a collection site for your reading club each week.

2. ***Paper Doll Chains:*** Carefully fan-fold a piece of 8 1/2" x 14" paper, making sure that edges are even. Sketch the outline of two figures on the top layer. The figures should have only half of their bodies at each edge with their hands meeting in the middle. Cut out pattern provided (the trick is in the folding), or use your imagination to make chains of friends of all sorts. Figures may be either boys or girls, and may be colored to represent people of all skin colors and features. Patterns for paper doll Texans also included. See if the children can make enough people chains to reach from one wall to another!

Puppet Show

Miguel's Muscle Magic
By Tracy Robertson

Characters:

MARIA
MAMA
MIGUEL (an older man close to GRANDPA's age)
TIA ROSIE
GRANDPA

Props: picture of plate of food
something to make the sound of somebody sawing wood

SCENE ONE: *(MARIA and MAMA enter the stage.)*

MARIA: Oh Mama, I had the best birthday ever. Do you know what I wished for my birthday wish?

MAMA: Why no, Mija, what did you wish for?

MARIA: *(disappointedly)* Oh Mama, if I tell you what I wished for, will it still come true?

MAMA: Well, Maria, that depends on what you wished for. If you wished for a pet dinosaur, then it will not come true, whether you tell me about it or not. But if your wish is for something that is possible, sharing it with somebody you love might help it come true.

MARIA: I wished for strong muscles that pop up when I bend my arms.

MAMA: That is a good wish. Let's go make some dinner. *(MARIA and MAMA leave the stage.)*

SCENE TWO: (MARIA and MAMA enter the stage on which there is a plate of food.)

MARIA: Mama that was a delicious dinner, but I am saving room for cake.

MAMA: Okay Maria, but I think that vegetables build muscles better than cake does.

MARIA: Then I think I will finish my vegetables.

SCENE THREE: (MARIA and GRANDPA enter the stage.)

MARIA: Abuelo, I have been eating all of my vegetables everyday for a week, but I still do not have muscles in my arms.

GRANDPA: Here comes your Tia Rosie. She knows a lot about bodybuilding. Why not ask her about building muscles? *(TIA ROSIE enters the stage.)*

MARIA: Tia, I have been eating vegetables all week, but I do not have any muscles, can you help me?

TIA ROSIE: Sure, Maria, I have some hand weights at home and I can show you some exercises. You and Abuelo can come over right now. *(The three people exit the stage.)*

SCENE FOUR: (MARIA and GRANDPA enter the stage.)

GRANDPA: Maria, it is time that you got ready for bed.

MARIA: Oh, Abuelo, may I PLEEEZE stay up until Mama gets home? We can watch movies on television together.

GRANDPA: That sounds like fun Maria, but I thought you wanted strong muscles...and if I wanted strong muscles, then I would go to bed early every night.

MARIA: Do you really think so, Abuelo? (*GRANDPA nods his head.*) Then I am going to bed right away. *(MARIA and GRANDPA leave the stage.)*

SCENE FIVE: (MARIA enters the stage slowly, sighing as she goes. From the other side MIGUEL enters.)

MIGUEL: Hola, Maria! Que paso? Why are you so sad, Mija?

MARIA: Hi Miguel, for two weeks I have been eating all of my vegetables, like Mama said, and doing my exercises like Tia Rosie said, and going to bed early like Abuelo said, but I still do not have any muscles. *(MARIA sighs.)*

MIGUEL: Hmm... Let me rest here and I will think about it. While I am thinking, you might want to saw some wood from that pile over there. The sound of sawing helps me to think. *(MARIA leaves the stage and sawing is heard offstage. MIGUEL lays down and begins to snore softly. After a few seconds MARIA reenters the stage.)*

MARIA: Miguel, I have to go home for supper, have you come up with any ideas?

MIGUEL: Well, I have not quite made up my mind, could you come back tomorrow and do a little more sawing?

MARIA: Okay Miguel, I will see you tomorrow. *(MARIA leaves the stage.)*

SCENE SIX: (MARIA enters the stage. MIGUEL is still laying on the stage.)

MARIA: Miguel, wake up. It has been six weeks and there is no more wood to saw. Have you thought about my muscle, yet?

MIGUEL: My goodness, Maria, do you still not have any muscles? Seems to me like you should, let me feel your muscle. *(MIGUEL moves closer and feels MARIA'S muscle.)* Oh Maria, what a magnificent muscle! *(MAMA, ABUELO, and TIA ROSIE enter the stage, calling hello to MIGUEL and MARIA..)*

MARIA: Mama! Feel my muscle!

MAMA: That is wonderful, Mija! That is what you get when you eat all of your vegetables.

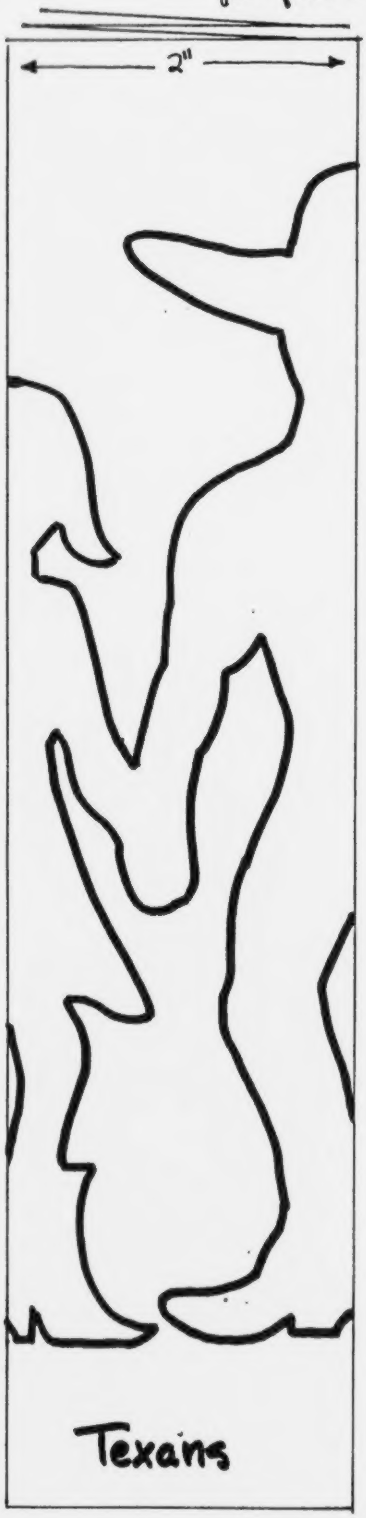
TIA ROSIE: And when you do you exercises every night. . .

GRANDPA: And when you go to bed early and get plenty of sleep!

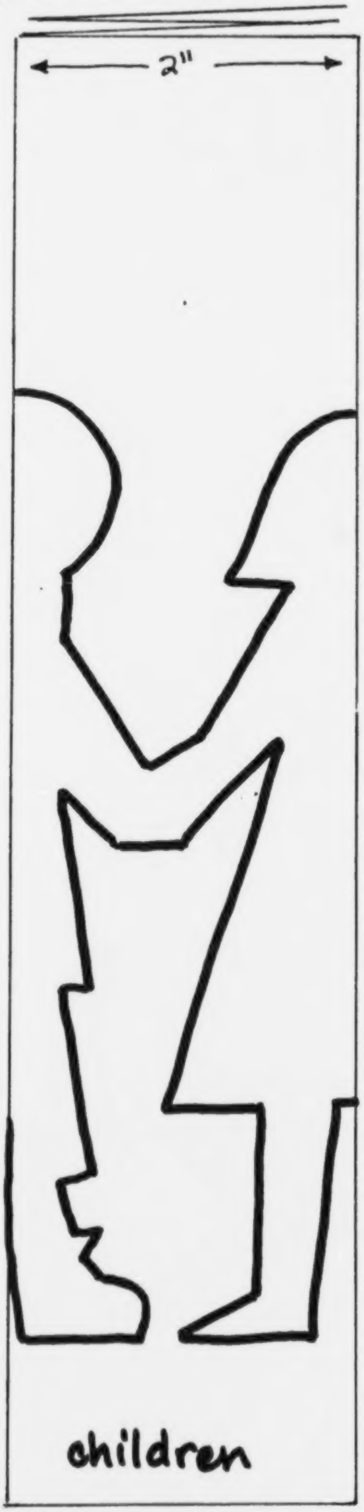
MARIA: That is right, but you forgot one thing for building muscles...Miguel's muscle magic!

Craft Pattern: Paper Doll Chains

fan-fold 8½x14" paper to 2" widths



Texans



children

Small Group Activities

1. ***All Around the World***: Collect objects that have been grown or manufactured around the world. (Check labels which state if the item is imported from another country). Spread out or hang a large world map for all to see. Place numbers in the countries of origin. Have the children match the numbers with the items. Ask the children which item traveled furthest to get to them? Did any object originate in their area? This will show how dependent we are on the world for goods and food.

2. ***House Colors:*** Ask small children what color their homes are. Name some familiar objects such as the MacDonalds® arches, a fire truck, etc.

3. ***Playing Store:*** Have the children set up a store with objects provided or setup in advance by volunteers. They may have earned a token of some kind for every hour/book read in advance which can be used to buy "merchandise or services." For example:

    - *Grocery Store:* Ask patrons to donate canned food and staples and after the program, donate the goods to charity.
    - *Barber Shop:* Let them sit in chairs and PRETEND to cut each other's hair. Older children will be able to braid the smaller children's hair.
    - *Toy Store*: Have the children bring their favorite toys or use any that the library owns or collects as donations.
    - *Clothing Store:* Ask for donations of old clothing to be used for costumes and programs. Children will enjoy trying on and modeling the strangest garments.

Large Group Activities

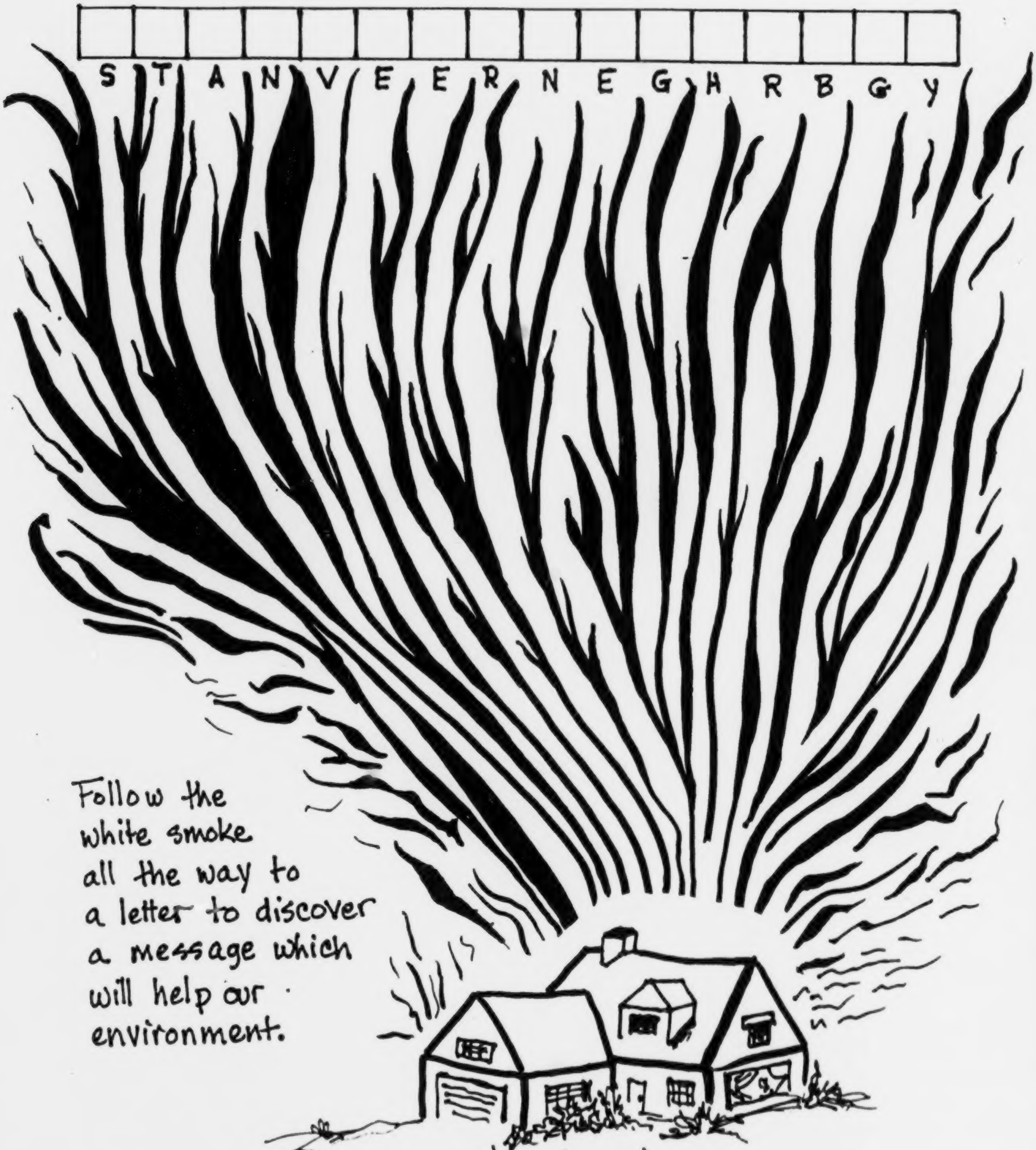
1. ***Play Mall:*** If you have the space available, set up a "mall" or "town" similar to the play store described above. Reserve one space for the "jail" and let the children take turns being the police (remind them that the police also help people, as well as arrest them). This is a lot of fun -- but can turn into general chaos IF you do not have ample staff and volunteers to supervise. If the game gets too loud, tell them that they are on a planet where no one can speak, only pantomime with their hands.

2. ***Hands Around the Library:*** Remember *Hands Across America*? Promote a *Hands Around the Library*, and see if you can get enough children to encircle your library.

Handout

Follow the White Smoke

Handout: Follow the White Smoke


S T A N V E E R N E G H R B G Y

Follow the
white smoke
all the way to
a letter to discover
a message which
will help our
environment.

Once Upon This Planet

Around the Town!

Family Fun

* * *

Family Books to Share

Toddler and Preschool Books

Grifalconi, Ann. *The Village of Round and Square Houses.*
Hughes, Shirley. *Out and About.*
Leedy, Loreen. *The Great Trash Bash.*
Rylant, Cynthia. *Everyday Town.*
Stevenson, James. *Grandpa's Great City Tour: An Alphabet Book.*

School Age Books

Asch, Frank. *Hands Around Lincoln School.*
Durrell, Ann. ed. *The Big Book for Peace.*
Gikow, Louise and Ellen Weiss. *For Every Child, A Better World.*
Levine, Arthur A. *Pearl Moscowitz's Last Stand.*

Family Books

Milford, Susan. *Hands Around the World: 365 Creative Ways to Build Cultural Awareness and Global Respect.*
White, Ruth. *Sweet Creek Holler.*

Family Activities

1. ***Where We Live:*** Take a walk and explore your neighborhood. Do you know your neighbors? Did your family live in a different house than you do now? Do you know what family friends to call in an emergency. Fantasize what life would be like in a HUGE house -- and a tiny house.

2. ***Hello Town:*** Toddlers will enjoy a walk through the neighborhood. Have them talk to interesting things along the way. Say "Hello, my name is ------. We are taking a walk around the neighborhood. Bye, Bye."

3. ***Rhyming Addresses:*** Turn your address into a rhyme so that your child can remember it. Phone numbers and addresses can also be made into memorable songs.

4. ***Beautification:*** Help out in your community. Establish a community garden by planting trees, flowers, etc. which will enhance your community's appearance. Choices of plants can reflect your community's cultural diversity and your own family heritage. Adopt a highway section or a city median to keep beautiful.

Family Films

The Brave One
The Girl Who Spelled Freedom
Molly's Pilgrim
The Music Man

Family Crafts

Totem Pole

1. Select a long piece of soft wood (balsa is easiest to carve and can be purchased in many shapes and lengths).

2. Divide the stick into sections with each section representing a person in your family, a good friend, a personal hero, a significant historical family event, etc.

3. Carve out each section in a way that portrays the selected theme in some way. Each family member may want to have their own section to carve.

4. Paint sections with acrylic paint. Tempera or watercolor will soak into the wood and leave little color.

ONCE UPON THIS PLANET: Remember It

When Grandmother Was Young

Preschool Library Programs

Toddler Books to Share

Adams, Ken. *When I was Your Age.*
Baker, Jeannie. *Window.*
Hoguet, Susan Ramsay. *I Unpacked My Grandmother's Trunk.*
Medearis, Angela Shelf. *Picking Peas for a Penny.*

Preschool Books to Share

Ackerman, Karen. *Song and Dance Man.*
Ballard, Robin. *Granny and Me.*
Cook, Ann. *What Was It Like? When Your Grandparents Were Your Age.*
Johnson, Angela. *Tell Me a Story, Mama.*
Keller, Holly. *Grandfather's Dream.*
MacGill-Callahan, Shiela. *And Still the Turtle Watched.*

1

Finger Plays and Action Rhymes

Grandma's Glasses

Here are Grandma's glasses,
(Make circles with your thumb and index finger)
And here is Grandma's hat.
(Join your thumbs and index fingertips in a triangle and place on your head)
Here's the way she folds her hands,
(Fold your hands)
And puts them in her lap.
(Place your hands in your lap)
Here are Grandpa's glasses
(Make bigger glasses with your fingers)
And here is Grandpa's hat
(Make a larger hat with your hands)
Here's the way he folds his arms,
(Fold your arms abruptly)
And takes a little nap.
(Close your eyes and snore)

Flannel Board

When Great Grandmother Was Young

Have the entire scene on the flannel board in advance of the program. Remove each piece as you tell what life was like in the good ol' days.

When Great Grandmother was young, there weren't as many phones and few houses had electricity.
What wouldn't have been here? *(High Wire Lines)*

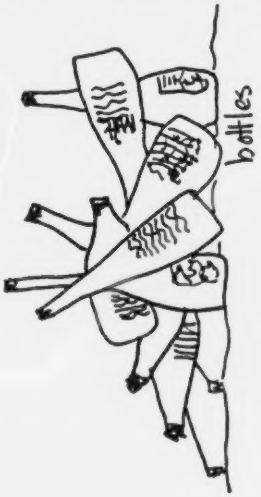
When Great Grandmother was young, there weren't as many large factories.
What disappears from this picture? *(The Large buildings)*

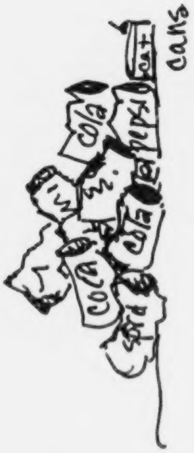
When Great Grandmother was young, if there weren't as many factories,
What changes in the sky? *(Large smoggy clouds)*

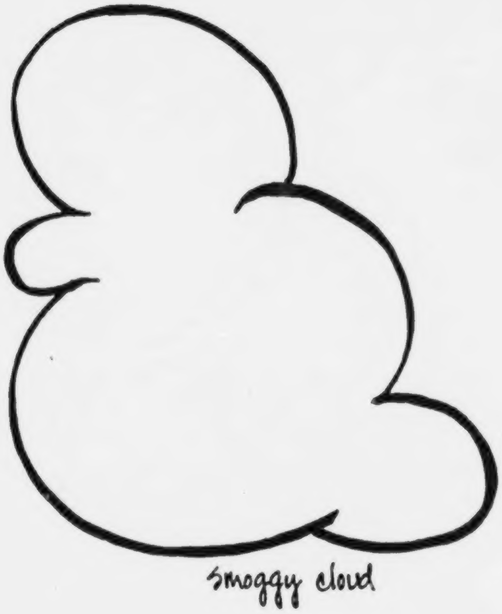
When Great Grandmother was young, people didn't throw trash in the water.
What pieces can we remove from the stream? *(Bottles, cans, trash)*

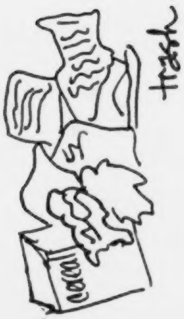
When Great Grandmother was young, if the stream didn't have all the garbage in it,
We can add. *(Fish)*

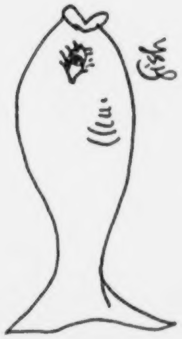
When Great Grandmother was young, she didn't have to worry about where to put all these things that make our lives "better" *(put bottles, cans, trash; smoggy clouds, etc. to the side of the now tranquil scene; with preschool age you may discuss what benefits we get from the things that were removed).*





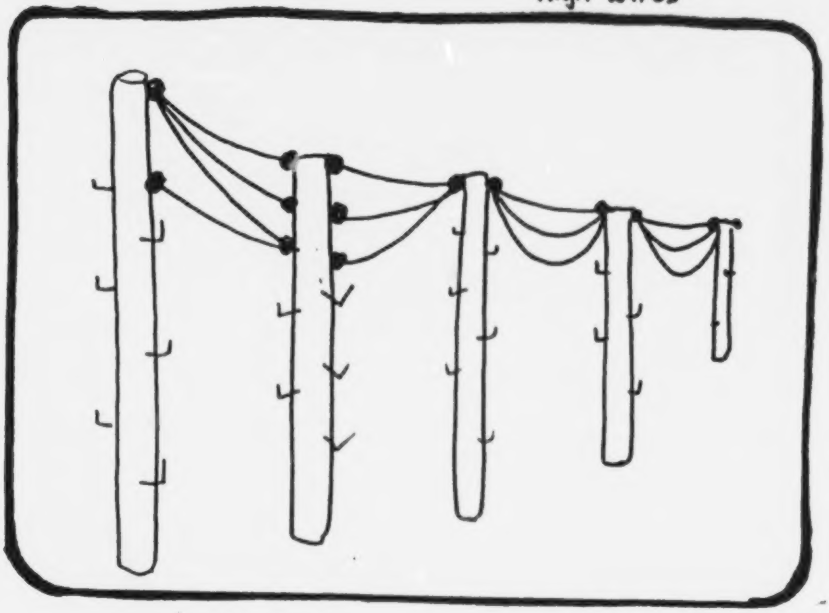


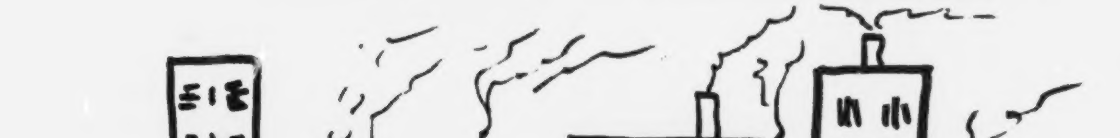




Flannel Board Patterns: When Great Grandmother Was Young

high wires





large buildings

School Age Library Programs

Books to Share

Johnston, Tony. *Yonder.*
MacLachlan, Patricia. *Sarah, Plain and Tall.*
Polacco, Patricia. *The Keeping Quilt.*
Porter, Connie Rose. *Meet Addy: An American Girl. (American Girls Series.)*
Rylant, Cynthia. *When I Was Young in the Mountains.*
Say, Allen. *Grandfather's Journey.*

Booktalk

Sarah, Plain and Tall

Ma died a few months back and Pa still looks so sad. Sis and I wish we had a new ma even though we love and miss our old one. The other night I saw the strangest thing. I was supposed to be in bed, but I wasn't sleepin' too well thinkin' about mama. I saw pa struggling to write a letter. I realize, lookin' back that he was writing a letter to Sarah. He told us about her today. She's goin' to come from the East and she might be our new ma if we're real good and don't make too much trouble for her, and if she doesn't mind our farm and the rest of Kansas. That's what Pa said anyway. He put a note in the newspaper out in the East and said that we needed a new ma, so now Sarah's coming. I hope she's pretty like ma. I hope she sings.

Songs and Poems

Skip to my Lou

Flies in the buttermilk, shoo, fly, shoo,
Flies in the buttermilk, shoo, fly, shoo,
Flies in the buttermilk, shoo, fly, shoo,
Skip to my Lou, my darling.

> Buzz, buzz, skip to my Lou,
> Buzz, buzz, skip to my Lou,
> Buzz, buzz, skip to my Lou,
> Skip to my Lou, my darling.

2. Cat's in the cream jar ...
   Meow, meow, skip to my Lou ...
3. Mice in the bread tray, how they chew ...
   Squeak, squeak, skip to my Lou ...
4. Pig's in the parlor, what'll we do ...
   Oink, oink, skip to my Lou ...
5. Lost my partner, what'll I do? ...
   Boo hoo, skip to my Lou ...
6. Found a partner, a better one too ...
   Coo, coo, skip to my Lou ...

Direction

by Alonzo Lopez

I was directed by my grandfather

To the East, so I might have the power of the bear;

To the South, so I might have the courage of the eagle;

To the West, so I might have the wisdom of the owl;

To the North, so I might have the craftiness of the fox;

To the Earth, so I might receive her fruit;

To the Sky, so I might lead a life of innocence.

(From The Whispering Wind, p. 10)

Library Activities

Audiovisuals

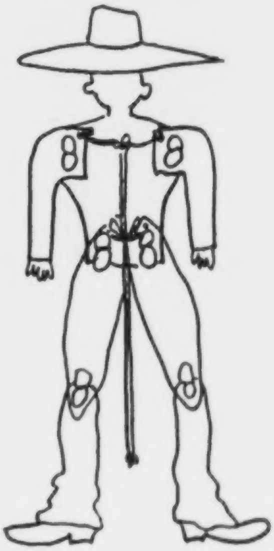
Grandpa. Video. 27 min. *(PS)*
My Mother Was Never a Kid. Video. 46 min. *(SA)*
Olden Days Coat. Film. 30 min. *(SA)*
Through Grandpa's Eyes. Video. 20 min. *(SA)*
Westward Wagons. Video. 24 min. *(SA)*

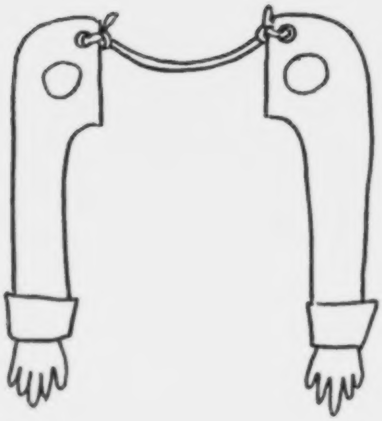
Crafts

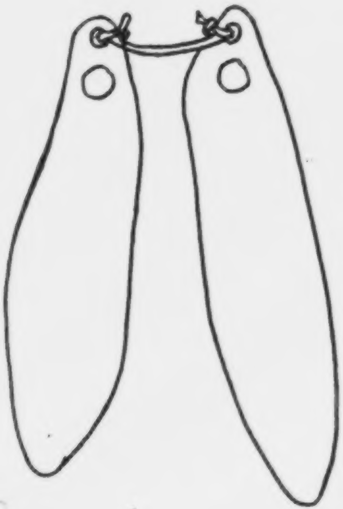
Jumping Cowboy Joe:

Materials: *poster board and pencil; six brass paper fasteners per doll; strong but thin string*

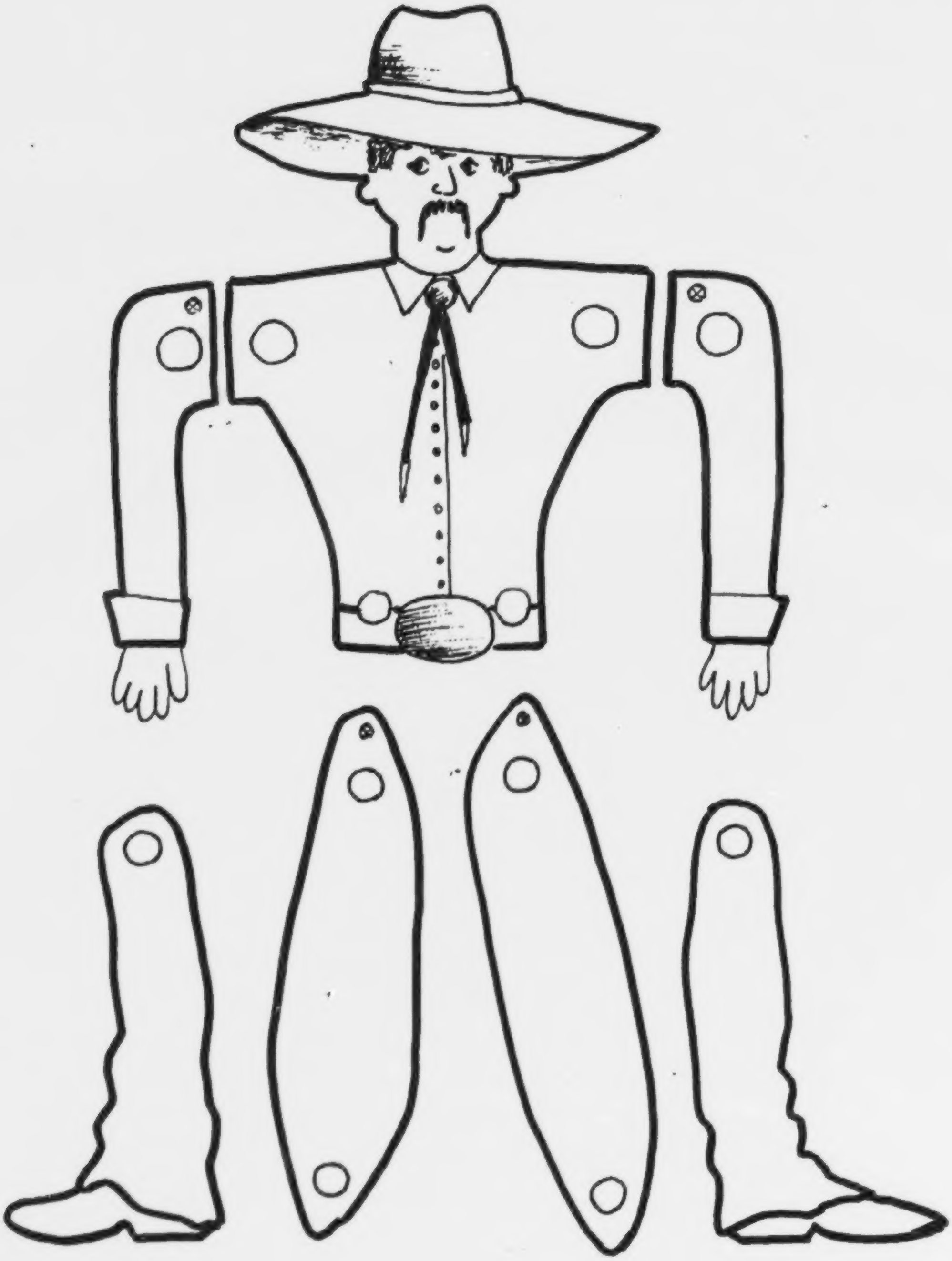
Copy the patterns for the Jumping Cowboy Joe onto the posterboard and cut them out. Using a sharp pencil, gently poke holes into the round points on the patterns. String arms and legs together through those points with an X. Make sure that there is some slack in the string, then carefully knot the ends of each string. Attach arms and legs to the body with paper fasteners through the empty holes. Fasteners should be loose enough for the arms and legs to move smoothly. Tie another piece of string first to the center of the string between the arms, then to the center of the strings for the legs. Tie a loop in through the X marked in the hat. Hook the loop on a doorknob and pull on the string. Watch the Jumping Cowboy Joe do the hoe down!



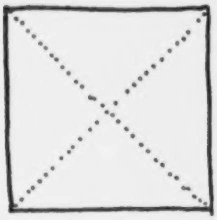


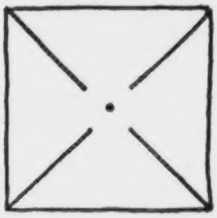


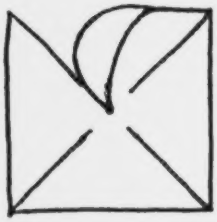
Craft Pattern: Jumping Cowboy Joe

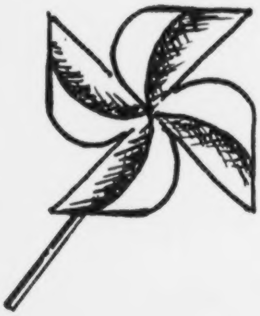


2. ***Pinwheels***
Materials: stiff paper, thumbtacks, drinking straw, glue, and scissors
Fold a square piece of paper diagonally in half. Fold in half again, bring the opposite corners along a straight edge. Unfold completely. Cut to within 1/2 inch of center along each fold mark. Glue every right-hand corner to the center of the paper. Allow to dry. Thumbtack through center to the end of a plastic drinking straw.









Puppet Show

The Five-Cent Mule

by Tracy Robertson

Characters: Grandma and Tony

SCENE ONE: *(GRANDMA and TONY enter stage together.)*

TONY: Grandma, I only have fifty cents, I cannot buy anything with this. Do you have any money that you could lend me so I can get some candy?

GRANDMA: Why would you want to waste your money on candy when I can make you some snickerdoodles?

TONY: Snickerdoodles? What are snickerdoodles? Will it cost more than fifty cents?

GRANDMA: Come with me and you can help me make snickerdoodles. While we are making them, I will tell you about Cinco. *(TONY and GRANDMA leave the stage.)*

SCENE TWO: *(TONY and GRANDMA enter the stage.)*

TONY: Grandma, we got so busy making snickerdoodles that you forgot to tell me about Cinco. While we are waiting for them to finish, will you tell me who or what Cinco is?

GRANDMA: Well, Cinco was this mule that made me late for school. One morning I started walking to school earlier than usual. On my way there I stopped at an auction just for a minute to watch the men selling things.

TONY: What is an auction?

GRANDMA: An auction is where people bring things to sell, but there is no price. Everyone just offers money and whoever offers the most gets to buy whatever is up for sale. Anyway, while I was at this auction this mule was put up for sale.

TONY: Oh Grandma! The mule did not break loose and hurt you, did it?!

GRANDMA: No Tony, Cinco never hurt me, but nobody was offering any money for him. So I called out, "I'll give you five cents for him."

TONY: Five cents?! I bet everyone laughed at you.

GRANDMA: *(chuckling)* Well Tony, they may have been laughing, but I got the mule for five cents. I was surprised because mules cost money, I thought somebody would give more than a nickel.

TONY: Cool! What did you do with the mule??

GRANDMA: Well, I still had to go to school, so I decided to take him with me. I tried everything I could to get him to go, but he would not move unless he felt like it. He might move a block, but he mostly just stood still. It took me two hours to get that old mule four blocks to school.

TONY: I bet you got in trouble!

GRANDMA: No, once I explained to my teacher what had happened, she decided that if I were going to get home before dark, that she would have to help me, so she dismissed school early and we spent the rest of the day pushing and pulling the mule to my house.

TONY: Wow! I wonder if I could get school dismissed if I brought a mule.

GRANDMA: *(chuckling)* Oh Tony! About halfway home Miss Mary, my teacher, asked a farmer for an ear of corn. I held it out in front of Cinco and he walked the rest of the way home without any more trouble.

TONY: What did your dad say when he found out that you brought home a mule?

GRANDMA: Oh he was happy! Pa was real smart. He just tied the corn to a long stick and tied the stick to the Cinco's halter. Cinco walked right along trying to get the corn. Cinco and Pa plowed the field in record time that season.

TONY: Oh Grandma, that is great! I do have one question, though. Why did you call your mule Cinco?

GRANDMA: Tony, you know what cinco means. Why do you think I called him Cinco?

TONY: *(somewhat embarrassed)* Oh I forgot, Cinco means five and that is how much you paid for him.

GRANDMA: That is right. Now I think our cookies are just about ready.

TONY: I almost forgot about our snickerdoodles. Let's go have some cookies and milk. *(As TONY and GRANDMA leave stage.)* Grandma did you ever buy a pig?

(Serve Snickerdoodles as a special treat after the show!)

Snickerdoodles

2 2/3 cups all-purpose flour
1 cup butter or margarine, softened
2 tsp cream of tartar
1 tsp baking soda
1/2 tsp salt
1/2 tsp vanilla extract
2 eggs
Sugar
2 tsp ground cinnamon

- Measure the first seven ingredients and 1 1/4 cups of sugar into a large bowl. Mix at low speed until blended, scraping bowl occasionally with rubber spatula.
- Shape dough into a large ball, wrap with plastic wrap, refrigerate 2 hours until easy to handle.
- Preheat oven to 400° F. Mix cinnamon with 2 tbs sugar in a small bowl. Shape dough into 1 1/2-inch balls. Roll in cinnamon/sugar to coat lightly.
- Place dough balls 2 inches apart on an ungreased cookie sheet. You may wish to mark each cookie several times with the dull edge of a knife.
- Bake 10 to 12 minutes until lightly browned.

Small Group Activities

1. ***Who Am I?:*** Write the names of famous well known historical figures on index card. Tape one card on the back of each child. Children ask questions to guess who they are. Good for school aged children.

2. ***Going Backward:*** Ask the children how their lives would be different if they went without running water, TV, cars, telephone, etc. Good for toddlers and preschool age.

3. ***Stuff 'N Nonsense:*** Collect some antique items which the children do not recognize. Have the kids guess how the item was used.

Large Group Activities

1. ***Now and Then***: Using a large piece of paper divided into two sides have the children brainstorm what their grandparents or great grandparents had when they were young versus what we have now. For Example: Electricity, TVs, etc.

2. ***Old Fashioned School***: Pass out wooden shingles to use as slates. Pretend your room is a one room schoolhouse. Let the children discuss what the school will be like.

3. ***Grandma Says***: Play "Simon Says" substituting "Grandmother" for "Simon." Try to think of actions that indicate old-fashioned activities. (Chop wood for your fire, go hunting for food, ride a horse to town, tie your bonnet strings, knead bread, churn butter, milk a cow, or hammer horseshoes.)

Handout

Can You Believe the Prices!

Once Upon This Planet

When Grandmother Was Young!

Family Fun

* * *

Family Books to Share

Toddler Books

Adams, Ken. *When I Was Your Age.*
Baker, Jeanie. *Window.*
Hoguet, Susan Ramsay. *I Unpacked My Grandmother's Trunk.*
Medearis, Angela Shelf. *Picking Peas for a Penny.*

Preschool Books

Ackerman, Karen. *Song and Dance Man.*
Cook, Ann. *What Was It Like? When Your Grandparents Were Your Age.*
Keller, Holly. *Grandfather's Dream.*
MacGill-Callahan, Sheila. *And Still the Turtle Watched.*

School Age Books

MacLachlan, Patricia. *Sarah, Plain and Tall.*
Polacco, Patricia. *The Keeping Quilt.*
Rylant, Cythia. *When I Was Young in the Mountains.*
Say, Allen. *Grandfather's Journey.*

Family Books

Freedman, Russell. *Children of the Wild.*
Paulsen, Gary. *The Winter Room.*

Family Activities

1. ***Remember When:*** Make time-lines for members of your family. How do they remember WHEN something happened. Were you born yet? How did your parents (or grandparents meet)?

2. ***Let Me Tell You:*** Ask a grandparent to tell you about when they were little. Ask them if you can tape record their stories. If your grandparents do not live nearby, adopt a grandparent at a nursing home. Do they remember a certain place that has changed through either necessity or carelessness?

3. ***You Saw What?!:*** Ask different family members to tell their version of an event that you all were present for. Don't let them hear each other's versions. In what ways did their stories differ? Were they the same? Do you remember the event too? Is history in the eye of the beholder?

Family Films

Little House on the Prairie (Series)
Anne of Green Gables (Series)
Journey of Natty Gann
Mysterious Stranger

Family Crafts

Corn Husk Dolls

Native Americans used corn husks to weave clothing and as a natural packaging to wrap food for cooking. Corn Husk dolls were easy to make and could be left natural or painted.

Fresh corn husks should be pulled from the corn and left to air dry completely before storing in a box in a cool place until needed. Husks can also be bought at craft stores.

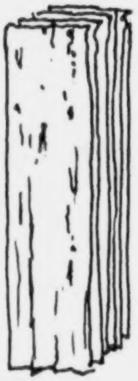
To soften husks for easier manipulation, add three teaspoons of glycerin (found at your local drugstore) to a pan of water. The husks should be soaked for a few minutes, then laid on a towel before using.

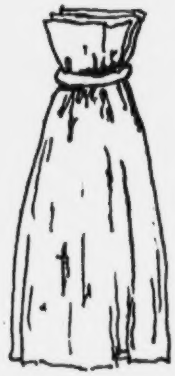
Materials: At least 6 corn husks per doll; rubber bands, yarn or string; scissors.

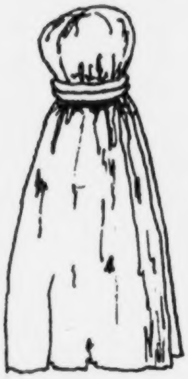
(See the back of this page for instructions on how to assemble your doll.)

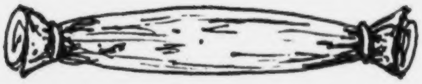
Corn Husk Doll Instructions

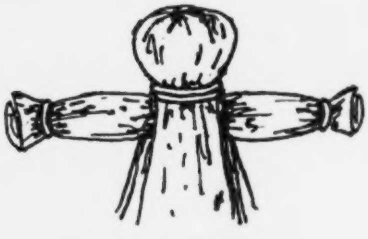
- **Head:** Lay about six corn husks on top of each other. Band tightly about one inch from one end. The long ends should then be pulled up and over the banded end and retied or banded again one inch from the same end.
- **Arms:** Tightly roll two husks together lengthwise. Band a little over 1/2 inch from each end. Slip the arms through the body husks, just below the neck so that an arm protrudes from either side. Arms are fastened by wrapping yarn, string, or a rubber band in a criss-cross section around the bodice area, much like an apron.
- **Skirt:** The bottom husks should be trimmed evenly.
- **Legs:** If preferred, legs may be made by separating the husks into two sections and binding 1/2 inch from the ends.
- **Hair:** Cornsilk, twine, yarn, or moss may be glued to the head for hair. These are not the only possibilities. Remember that even early dolls were individualized by the creativity of the maker

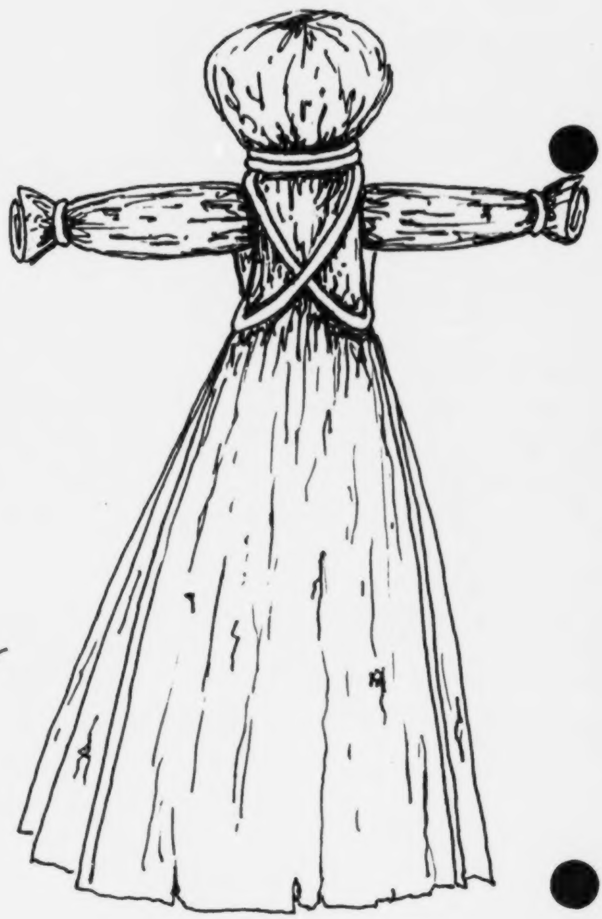

stack 6 husks


band 1" from end


turn inside out & fasten with another band


roll 2 husks and bind at each end for arms


slide arms inside body


secure with crisscross string across chest

ONCE UPON THIS PLANET: Remember It

Texas Trails and Tales

Preschool Library Programs

Toddler Books to Share

Bustard, Anne. *T is for Texas.*
Griego, Margaret C. *Tortillas para Mama.*

Preschool Books to Share

Alter, Judy. *Texas ABC Book.*
Baylor, Byrd. *Best Town in the World.*
Casad, Mary Brooke. *Bluebonnet at the Alamo.*
DePaola, Tomie. *Legend of the Bluebonnet.*
Medearis, Angela Shelf. *The Zebra Riding Cowboy.*
Nixon, Joan Lowery. *If You Say So Claude.*
Rice, James. *Cowboy Alphabet.*

Finger Plays and Action Rhymes

Pony Express
by Gayle A. Travis

Trot, trot, trot went the Pony Express
(Trot in place or around in a circle)
Taking the mail to every address
(Act as if passing out mail)
No time to stop or stay to chat
(Wave)
Just hand out mail and tip our hat.
(Act as if passing out more mail, tip hat)
There's some for you, and Harry too.
(Trot in opposite direction)
The Pony Express has a job to do.

Armadillo
by Gayle A. Travis

Armadillo, Armadillo,
(pull back on sides of face to tighten skin)
With your skin so tight,
Will you roll up in a ball tonight
(roll up in a small ball)
Or will you roam the Texas trails
Showing off your shiny scales.
(Strut around the room)

Flannel Board: *(Flannel Patterns are found at the end of this chapter.)*

Little Turtle
by Kelly Jones

There was a little turtle, he lived in a box.
He swam in a puddle, he climbed on the rocks.

He snapped at the mosquito, he snapped at the flea,
He snapped at the minnow, he snapped at me.

He caught the mosquito, he caught the flea
He caught the minnow, but he didn't catch me!

School Age Library Programs

Books to Share

Abernethy, Francis Edward. *How the Critters Created Texas.*
Cherry, Lynne. *The Armadillo from Amarillo.*
Erickson, John R. *Hank the Cowdog.*
Flynn, Robert and Susan Russell. *When I Was Just Your Age.*
Jakes, John R. *Susanna of the Alamo.*
MacLachlan, Patricia. *Baby.*
Scott, Ann Herbert. *Cowboy Country.*

Book Excerpts

Did You Know This About Texas . . . ?

by Jack Maguire

- The original Lone Ranger wrote poetry, read the Bible, never wore a mask, and almost always rode alone. John R. Hughes originally wanted to be a rancher when he moved to Texas from Illinois, but he became the most feared Ranger west of the Pecos.
- In the early days, ranch water was scarce and was used three times; first to wash clothes, then to bathe children, and finally to scrub floors.
- Ten gallon hats aren't called this because they hold water. The name "galon" is Spanish and refers to the row of decorative braiding around the brim of a sombrero. . . thus, ten "gallons" means 10 rows of braid.
- Texans used to regularly send leather post cards.
- Flying saucers were first called "saucers" by a Texas farmer in 1878.

(*Talk of Texas*)

Songs and Poems

Ode to Texas

by Gayle A. Travis

Texas is a mighty fine place
When you can spot it in time and place.
The heroes of old hold on to the tales
Which stretch almost as far
As the Rio Grande trails!

Get Along Little Dogies

As I was out walking one morning for pleasure
I saw a cowpuncher come riding along;
His hat was thrown back and his spurs were all jingling,
And as he approached he was singing this song:

(Chorus)
Whoopie ti yi yo, get along little dogies!
It's your misfortune and none of my own.
Whoopie ti yi yo, get along little dogies!
For you know Wyoming will be your new home!

Early in the spring we round up the dogies,
Mark 'em and brand 'em and bob off their tails,
Round up our horses, and load the chuck wagon,
Then throw the dogies out on the trail. *(Chorus)*

It's whooping and yelling and driving the dogies -
Oh, how I wish that they'd go on! -
It's whooping and punching and go on little dogies,
For you know Wyoming will be your new home. *(Chorus)*

When the night comes on, we herd them on the bedground,
Theses little dogies that roll on so slow;
Roll up the herd and cut out the strays,
And roll the little dogies that never rolled before. *(Chorus)*

You lived with your mothers way down in Texas,
Where the jimson weed and sand burrs grow;
Now all you'll find is prickly pear and cholla,
Till you are ready for the trail to Idaho. *(Chorus)*

Oh, you'll be soup for Uncle Sam's Indians,
It's "Beef, heap beef" I hear them cry;
Get along, get along, get along little dogies,
You're going to be beef steers, by and by. *(Chorus)*

(Singin' Texas)

Library Activities

Audiovisuals

Household Hazardous Waste Collection. Video. 9 min. *(SA)*

Last of the Caddos. Film. 29 min. *(SA)*

Pecos Bill. Video. 30 min. *(PS)*

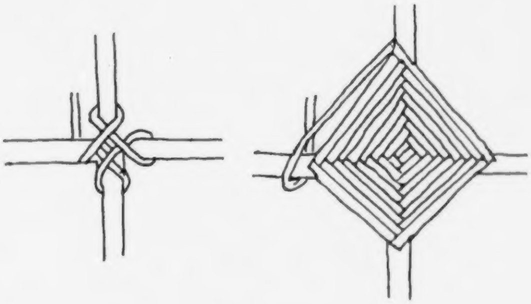
What Good is a Warbler? 29 min. *(SA)*

Crafts

1. ***Jumping Cowboy Joe***: (Can be found in the Craft section of WHEN GRANDMOTHER.)
2. ***Paper Texan Doll Chains:*** (Can be found in the Craft section of AROUND THE TOWN.)
3. ***Ojos de Dios* or *God's Eyes*:**

Materials - ice cream sticks, tongue depressors, sticks, twigs or pencils; balls of colored yarn or string

Directions:
a) Cross two equal-sized sticks in the middle.
b) Tie a knot with the yarn around the center of the sticks where they cross.
c) Weave the yarn over the top stick, around the underside, then over the stick again.
d) Pull the yarn toward the next stick and repeat.



Puppet Show

The Zebra Dun
(adapted by Susan L. Travis
from a traditional folk song, "The Zebra Dun" which is also depicted in The Zebra Riding Cowboy
by Angela Medearis)

In the Handout provided, the children will learn of livestock brands. The dun is thought to be called Zebra because of a distortion of the pronunciation of the horse's brand, "Z-Bar."

Ask the children if they know some of these words appearing in this play adapted from the folk song, *The Zebra Dun**, i.e. greenhorn, lariat, and dun. "Cimarron" is the name of a river, the "Seven D" was probably the name of a ranch. The "Santa Fe" refers to the Santa Fe railroad. If you know the tune to this folk song, this play can be sung.*

Characters:
The Zebra Dun
The Stranger
Lanky
Slim
Shorty
Cookie
The Boss

Lanky: We were camped on the plains at the head of the Cimarron, when along came a stranger who stopped to argue some. *(Stranger enters, dressed like a dandy, wearing a bowler hat.)*

Shorty: He looked so very foolish, we began to look around; we thought he was a greenhorn, just escaped from town.

Stranger: *(Pompously)* Interesting how this industrial revolution is neither industrial nor a revolution.

Slim: Such an educated fellow, his thoughts just come in herds; He astonishes us cowboys with his jaw-breaking words!

Cookie: He just kept on talking till he made the boys all sick; and they began to see how they could play a trick! *(Cookie and the boys snicker.)*

Stranger: I say, I lost my job out on the Santa Fe, and I'm bound across the plains to strike the Seven D.

Lanky: How'd it happen, Stranger?

Stranger: Trouble with the boss . . .*(hurumph)* But now I must ask to borrow for a while, a fat saddle horse.

Slim: We were tickled all to death, and we laughed up our sleeves. *(to audience)* We'll lend you a horse, fresh and fat as you please. *(more snickering)*

Lanky: Shorty grabbed a lariat and roped the Zebra Dun, and gave him to the Stranger while we waited for the fun. *(Shorty leads Zebra Dun to the Stranger while the boys snicker.)*

Cookie: Old Dunny was an outlaw that had grown so awfully wild that he could paw the moon down, he could jump for a mile. But Dunny stood there still, just as if he didn't know, until we had him saddled and all readied to go. *(Stranger gets in saddle)*

Shorty: When the Stranger hit the saddle, old Dunny quit the earth and traveled right straight upward for all that he was worth, pitching squealing, screaming, and throwing wall-eyed fits, his hind feet perpendicular, his front feet in the bits. *(Stranger and Zebra Dun bucking wildly)*

Slim: We could see the tops of mountains under Dunny's every jump, But the Stranger seemed to grow there, just like a camel's hump.

Cookie: The Stranger sat upon him and curled his black mustache, like a summer boarder, waiting for the hash.

Lanky: He thumped him on the shoulders *(Stranger thumps Zebra Dun on shoulders),* and he spurred him while he whirled; He showed all us cowpunchers who was top man in this world...

Slim: And when he had dismounted, and stood there on the ground, we knew he was a cowboy, and not a gent from town! *(Cowboys crowd around shaking the Stranger's hand and congratulating him.)*

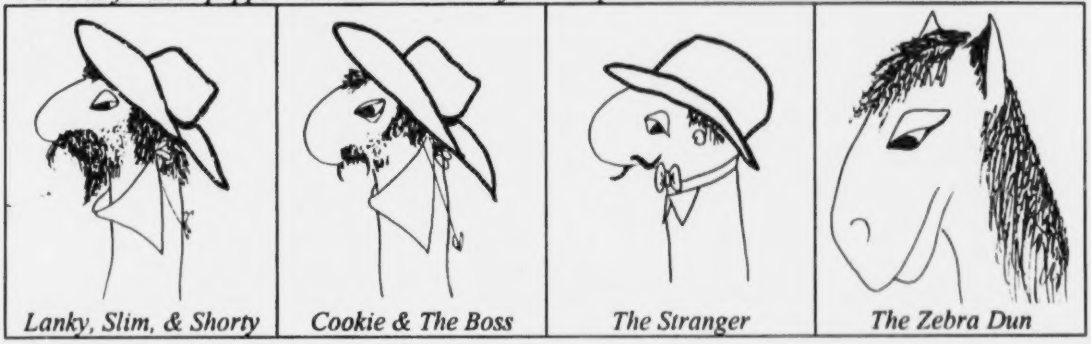
Shorty: The boss was standing close by, watching all the show; he walked up to the Stranger and said he needn't go.

The Boss: If you can use a lasso like you rode the Zebra Dun, you're the man I've been looking for since the year One.

Lanky: He spent the year with us, and we cowboys all agreed, there was nothing that he couldn't do, save stopping a stampede.

Cookie: *(Scratching his head ruefully)* So there's one thing and a sure thing I've learned since I was born . . . every educated fellow's not a plumb greenhorn!

Patterns for sock puppet hats are at the end of this chapter.



Lanky, Slim, & Shorty | *Cookie & The Boss* | *The Stranger* | *The Zebra Dun*

Small Group Activities

1. ***I'm Going to Texas:*** A variation on an old standard. The first person says, "I'm going to Texas and I'm going to take my suitcase." The second person repeats this and adds an object: "I'm going to Texas and I'm going to take my suitcase and my toothbrush." The next person continues in this manner and adds an object. Keep going, adding objects until a person cannot name all the items. That person is out. The game continues until only one person remains in the game.

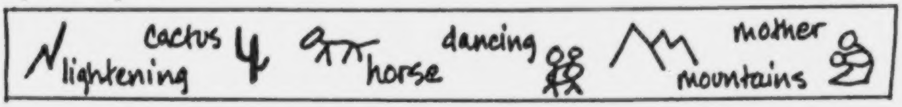
2. ***State Parks and National Refuges***: Using a large map of Texas have the children identify the state parks and national wildlife refuges. Discuss the attractions to each and ask if anyone has visited any interesting places in Texas that are not marked. Have each child put a pin in the town they were born, if born in Texas. State parks and refuges should provide information upon request.

3. ***Texas Chain Story:*** Gather children in a circle and begin a story using Texas characters and places. Let each child add on to the story (tape record the story so they can hear it when they have finished).

Large Group Activities

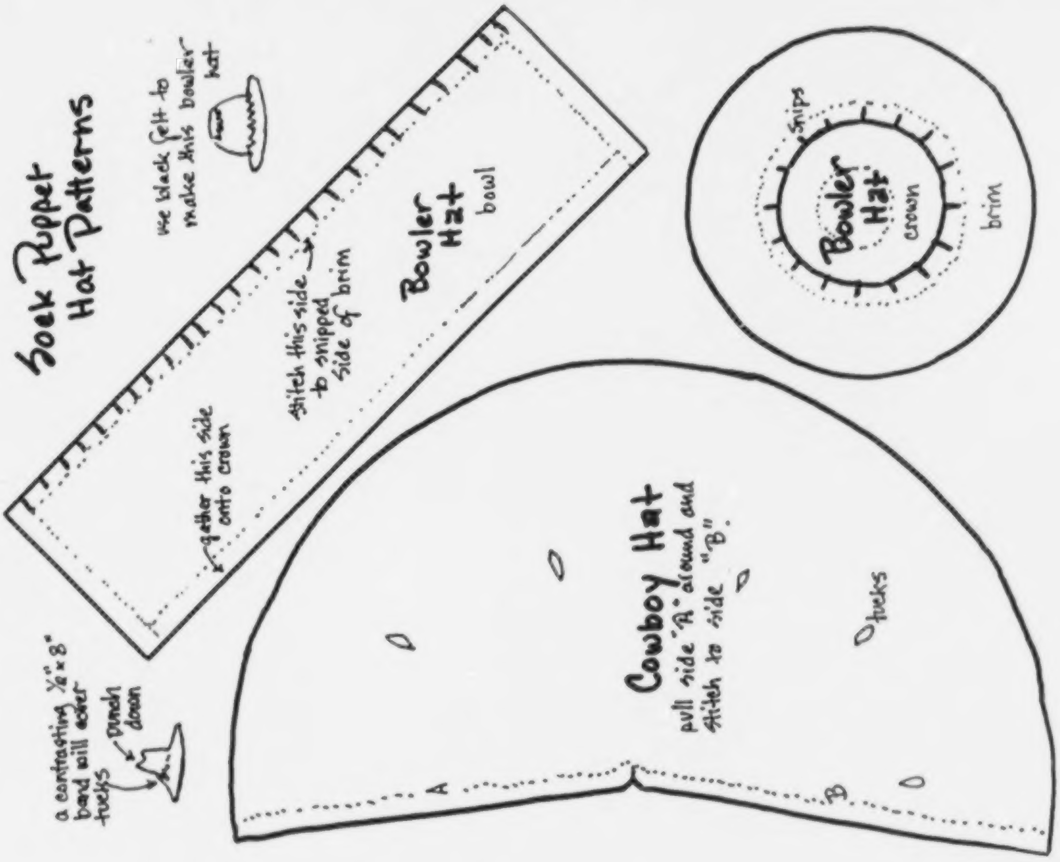
1. ***Indian Picture Writing***: The first Texans were Indians. Sign language served as a means of common communication. Explain that because the first Native Americans had no alphabet, painting was used to tell stories and describe customs. Painting was used to decorate everyday items, just as writing and illustration are used for us today. Their messages may be painted on rocks, pieces of wood, or other materials.

Have the children think of words which fall into categories such as plants, animals, places, people and activities, then make a symbol to correspond. Try to make the symbol simple and easy to interpret.


lightening
cactus
horse
dancing
mountains
mother

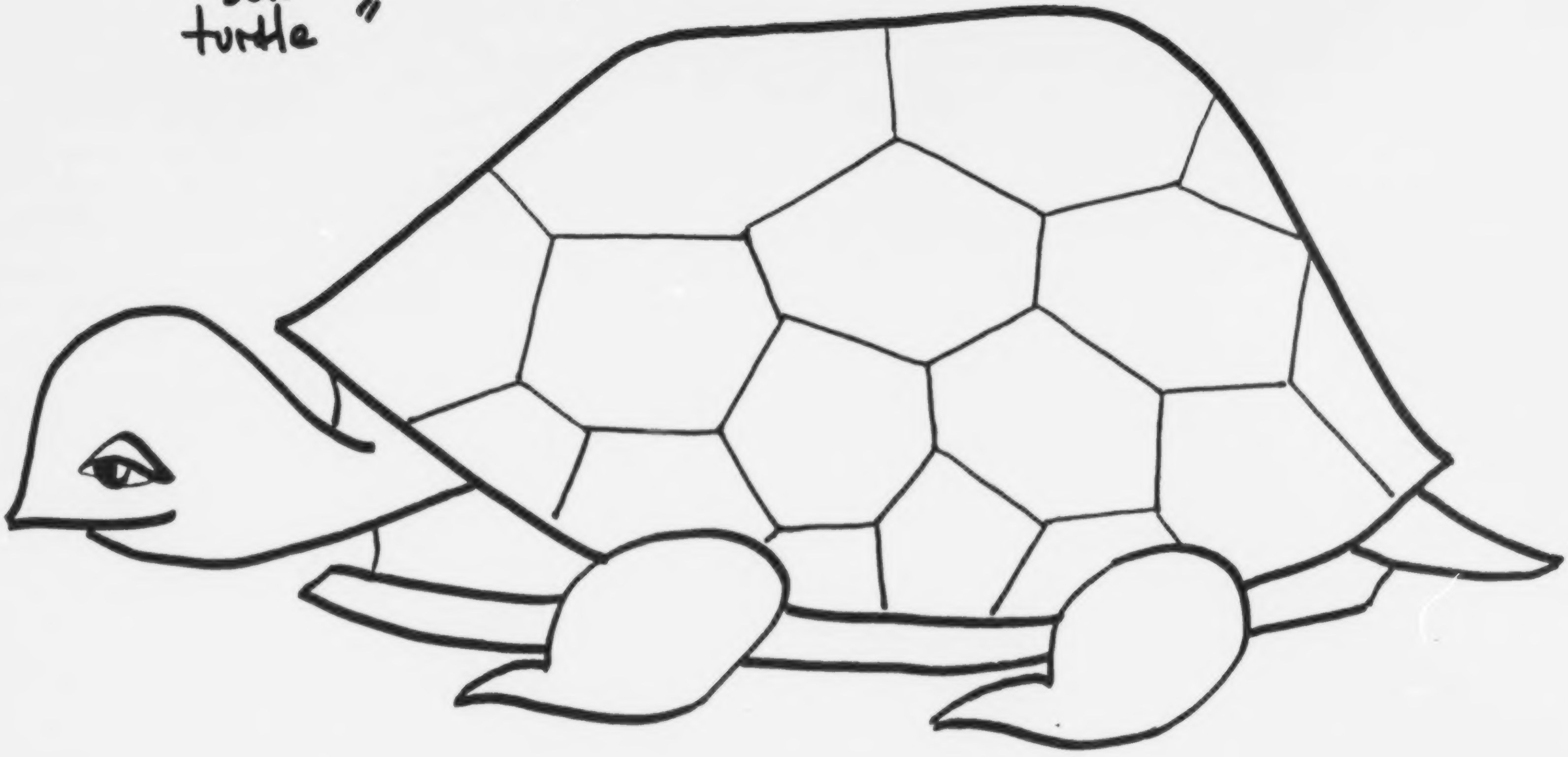
Besides the symbols above, you may need to invent new ones. Have the children write a message, then see whether their friends can read it. Remind them that people see things differently, and a message in a new language may be as hard to read as it is to invent.

2. ***Living in Texas:*** Tape an outline of Texas on the floor with yarn. Try to fill all the children within the Texas Border. Adapt this activity to suit your group size. Explain to smaller groups how empty, unoccupied space is used in Texas. Larger groups will have to work together to fit everyone safely within the boundaries. Older children can hold smaller ones and even stack themselves in safe, creative ways. Discuss the problems of over population, pollution, strain on resources, etc.

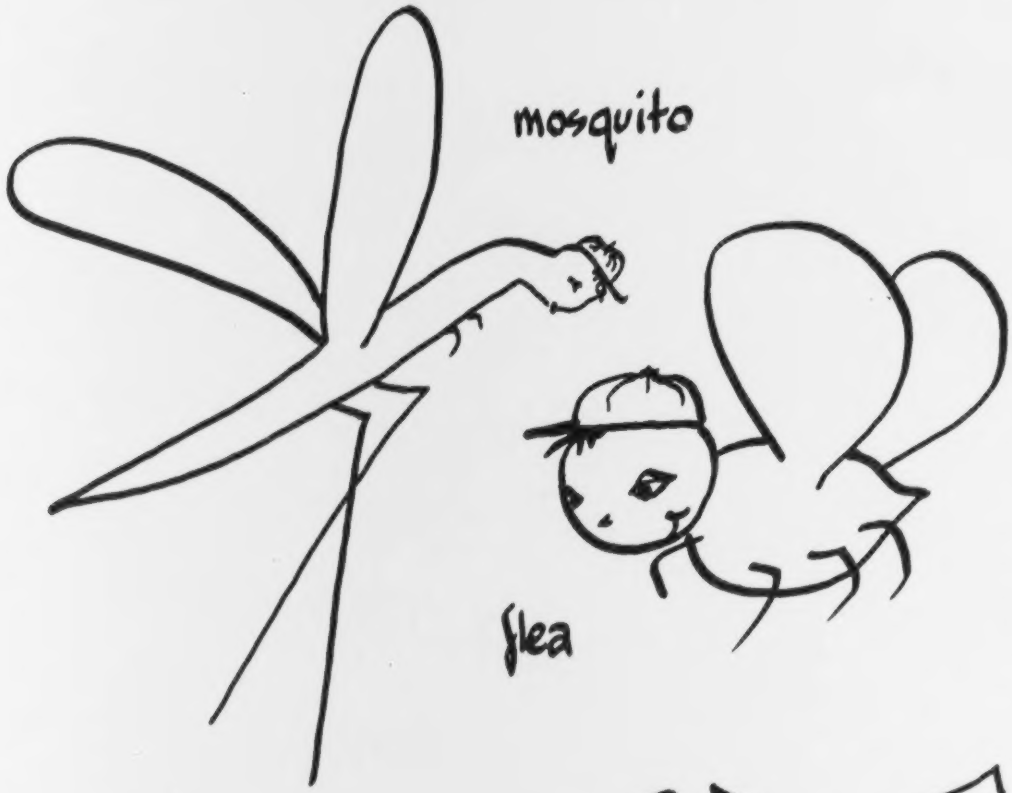

Sock Puppet Hat Patterns
use black felt to make this bowler hat
Bowler Hat
bowl
stitch this side to snipped side of brim
gather this side onto crown
snips
Bowler Hat
crown
brim
Cowboy Hat
pull side "A" around and stitch to side "B".
tucks
A
B
a contrasting ½"x8" band will cover tucks
punch down

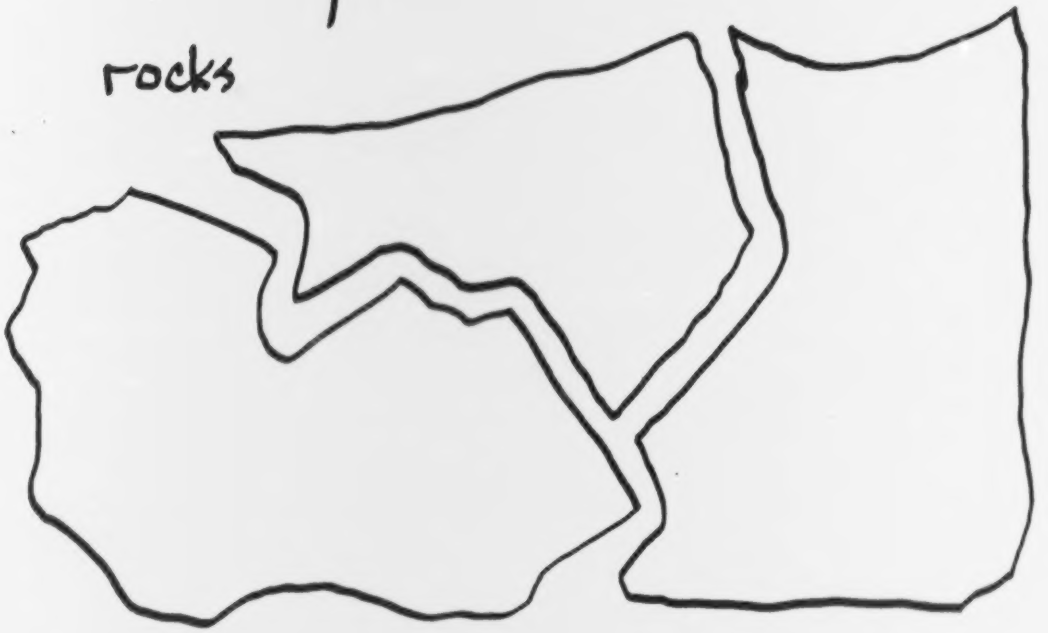
Flannel Board Patterns: Little Turtle

"box turtle"

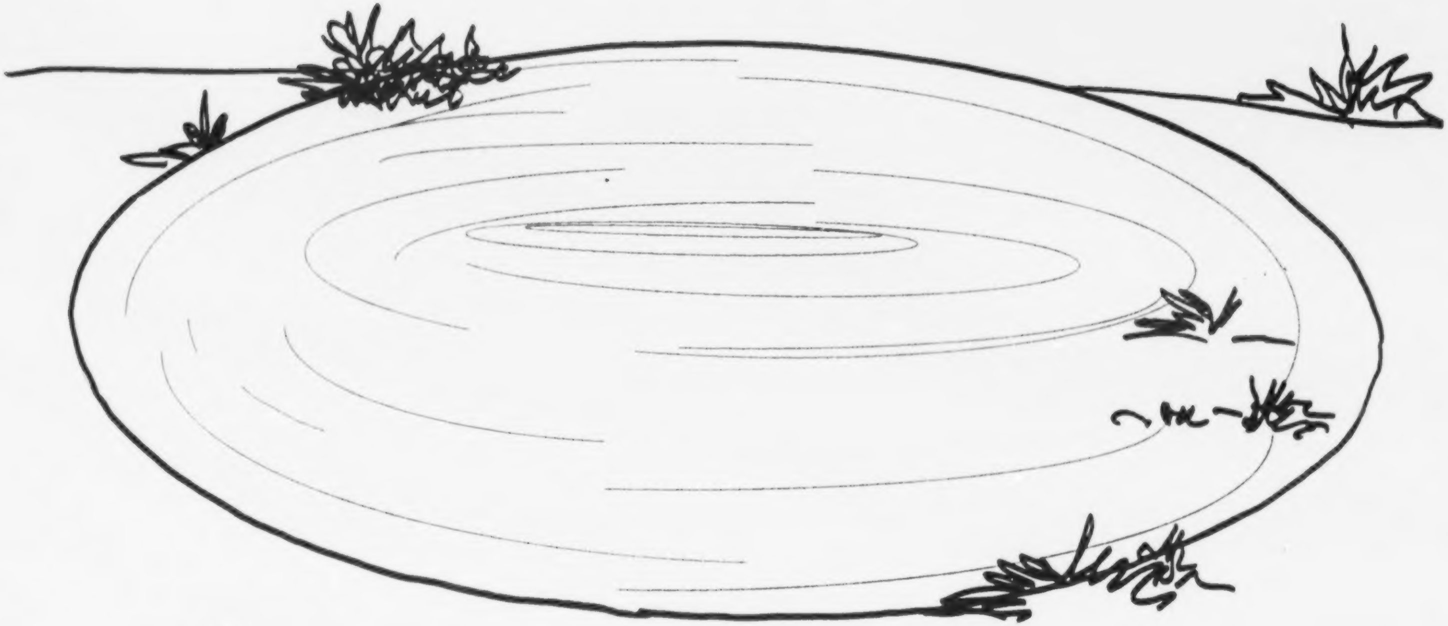


Flannel Board Patterns: Little Turtle


mosquito
flea

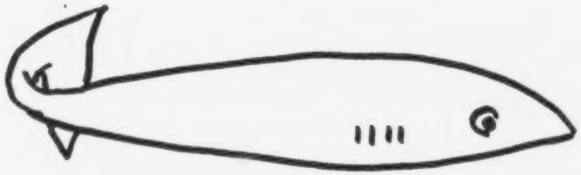


Flannel Board Patterns: Little Turtle

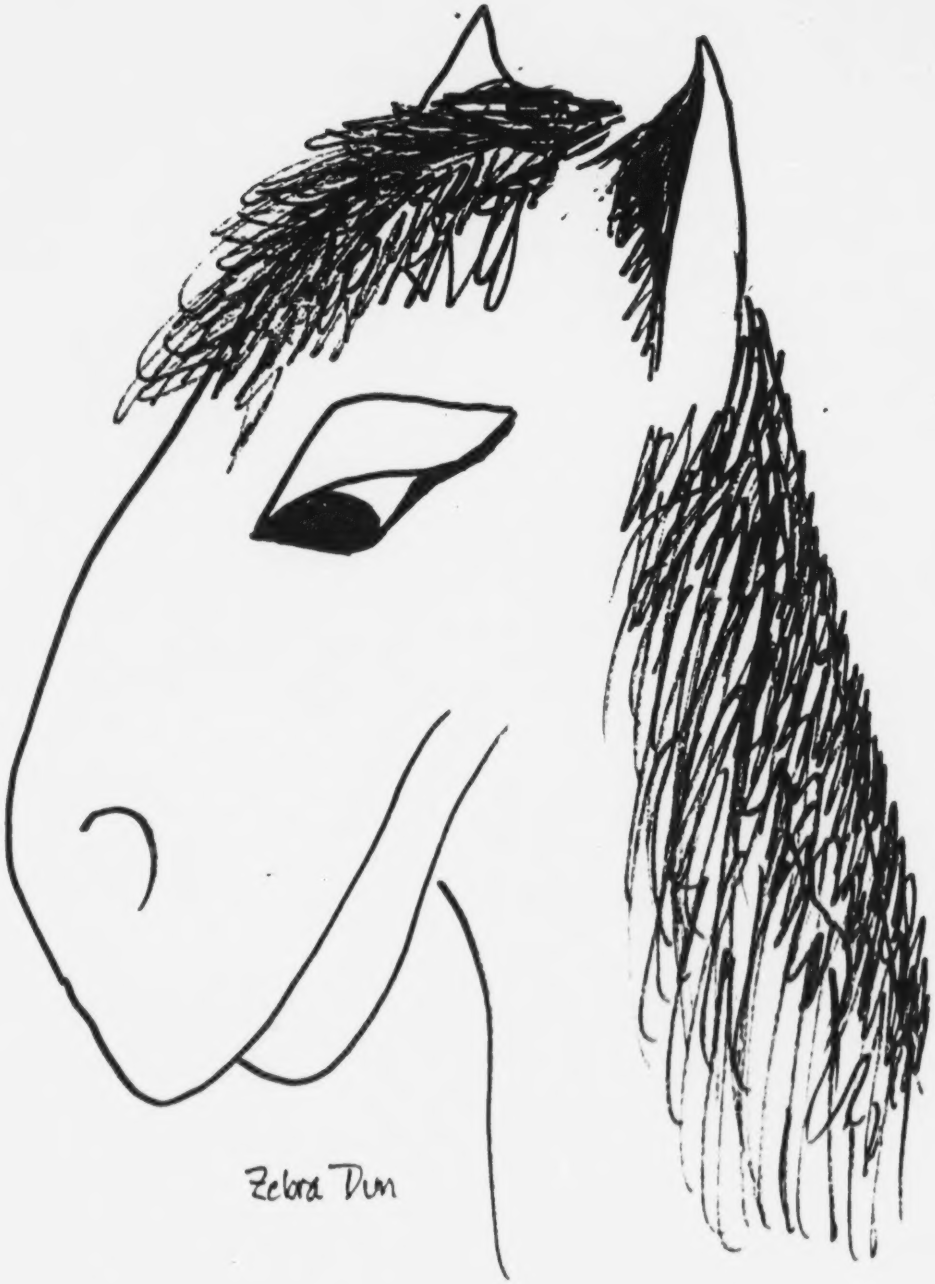


puddle

minnow



Puppet Play Hat Patterns: Zebra Dun

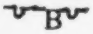
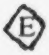
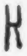


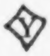
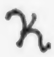
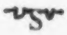
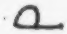
Zebra Dun

Handout: Brand Match

Brand Match

Below are shown several brand types used to brand livestock. The way that the letter is depicted indicates the way that the brand is read. For instance *means rocking, so if you saw a brand that looked like this,* *, it would be called, a "Rocking R." Try to identify those shown without names, then choose a brand you like and write a message to someone using that brand.*

A	standard		flying
	swinging		walking
	diamond		circle
	lazy down		lazy up
	running		rocking
	long		crazy
	tumbling left		tumbling right
O	bar	P	double bar

			
			
R			
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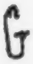
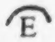
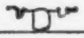
			
			

Once Upon This Planet

Texas Trails & Tales

Family Fun

Family Books to Share

Toddler and Preschool Books

Bustard, Anne. *T is for Texas.*
De Paola, Tomie. *The Legend of the Bluebonnet.*
Griego, Margaret C. *Tortillitas para Mama.*
Meadearis, Angela Shelf. *The Zebra Riding Cowboy.*
Rice, James. *Cowboy Alphabet.*

School Age Books

Abernethy, Francis E. *How the Critters Created Texas.*
Cherry, Lynne. *The Armadillo from Amarillo.*
Erickson, John. *Hank the Cowdog.* (Series)
Jakes, John. *Susanna of the Alamo.*

Family Books

Abernethy, Francis E. *Texas Toys and Games.*
Abernethy, Francis E. *Singin' Texas.*
Doughty, Robin W and Barbara M. Parmenter. *Endangered Species: Disappearing Animals and Plants in the Lone Star State.*
Erickson, John. *Cowboys are Partly Human.*
Hiller, Ilo. *Young Naturalist: From Texas Parks and Wildlife Magazine.*

Family Activities

1. ***Magnify Texas:*** Take a walk with a magnifying glass. Look at a blade of grass, examine skin, toenails, the sidewalk, a flower, a bug, or an ant. Look at the world from a different perspective. This is good for toddlers who will want to examine everything. A plastic magnifying glass is best, but be aware of children who discover it can also start fires.
2. ***Safety Tracks:*** Before leaving on a campout or picnic, make imprints of each family members' shoe tread. This will help Search and Rescue a great deal if one of you wanders off. Just place a piece of aluminum foil (heavy duty is best) on a piece of carpet and step on it with all your weight. Make one print for each foot (the treads may be different). Always make sure you tell someone responsible where you are going and what time you will be back. Take along plenty of extra water. KEEP TO YOUR SCHEDULED PLANS.
3. ***Texas in a New Light:*** Wake up early and watch the sun rise. Go bird-watching. Take along bird, plant, and nature guides to identify the things you see.

Family Films

The Alamo
Davy Crockett: King of the Wild Frontier
Shane
Support Your Local Sheriff
When the Legends Die

Family Crafts

Ecological Bird Feeders

These natural bird feeders can be hung just outside your window.

⌘ Pine cone filled with peanut butter or suet and rolled in bird-seed.

⌘ Dried fruit threaded on dental floss using a blunt needle. Use dried fruit, fresh cranberries, and toasted oat cereal.

⌘ Dried sunflower heads hung upside-down from trees.

ONCE UPON ANOTHER PLANET: Find One

From a Distance

Preschool Library Programs

Toddler Books to Share

Asch, Frank. *Happy Birthday, Moon.*
Moongame.
Carle, Eric. *Papa, Please Get the Moon for Me.*
Petty, Kate. *The Planets.*
Schoberle, Cecile. *Beyond the Milky Way.*
Taylor, Jane. *Twinkle, Twinkle, Little Star.*

Preschool Books to Share

Branley, Franklyn Mansfield. *The Sky if Full of Stars.*
Brunhoff, Laurent de. *Babar Visits Another Planet.*
Coffelt, Nancy. *Dogs in Space.*
Mayers, Florence. *National Air and Space Museum ABC.*
Wildsmith, Brian. *Professor Noah's Spaceship.*
Willis, Jeanne. *Earthlets as Explained by Professor Xargle.*

Finger Plays and Action Rhymes

The Moon

As Earth's moon travels on its way
(*"Orbit" one fist around the other)*
It's seen by night *(feign sleep)*
As well as day (*wake up)*.
The first day it's skinny,
(hands parallel, close together)
Fourteenth its round;
(form circle with hands)
Two weeks later it can't be found.
(search heavens, shade eyes)

(*Finger Frolics*, p. 52)

Moon Ride

Do you want to go up with me to the moon?
(Point to a friend, self, then the sky)
Let's get in our rocket ship and blast off soon!
(Pretend to climb in ship)
Faster and faster we reach to the sky.
(Swish hands quickly)
Isn't it fun to be able to fly?
(Jump and reach)
We're on the moon, now all take a look.
(Look down)
And gently sit down and I'll show you a book.
(Sit down gently)

(Circle Time Book, p. 120)

Bend and Stretch

(Suit actions to words)

Bend and stretch, reach for the stars. There goes Jupiter, here comes Mars.
Bend and stretch, reach for the sky. Stand on tip-e-toe, oh! so high!

(Everyday Circle Times, #17)

Flannel Board

Ten Silly Spacemen

by Bernice Wells Carson

Ten silly spacemen
In a cafeteria line.
One got out of place
Then there were nine.

Nine silly spacemen
Learning how to skate.
One went on thin ice
Then there were eight.

Eight silly spacemen
Looking up at heaven.
One tumbled backward
Then there were seven.

Seven silly spacemen
Doing fancy tricks.
One jumped off a roof
Then there were six.

Six silly spacemen
Watching a beehive.
One stuck in his nose
Then there were five.

Five silly spacemen
Eating more and more
One ate thirty cakes
Then there were four.

Four silly spacemen
Climbing up a tree.
One swung from a branch
Then there were three.

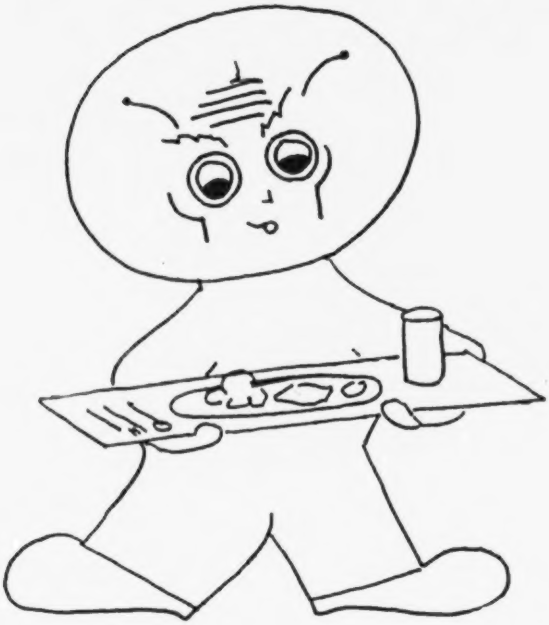
Three silly spacemen
Can't find much to do.
One fell fast asleep
Then there were two.

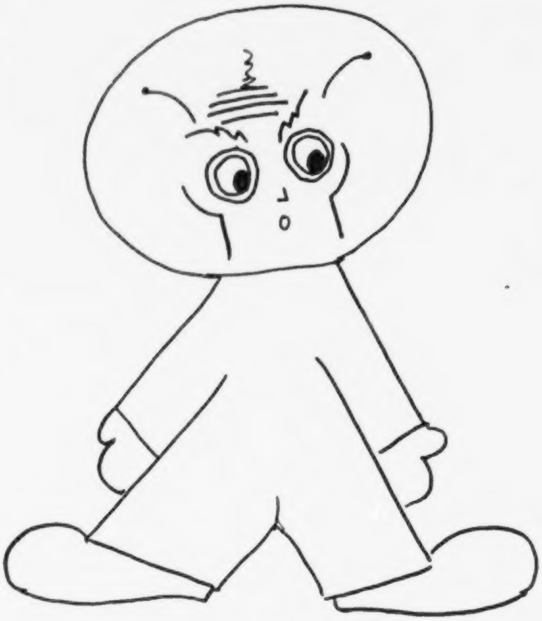
Two silly spacemen
Looking for some fun.
One caught a kite's tail
Then there was one.

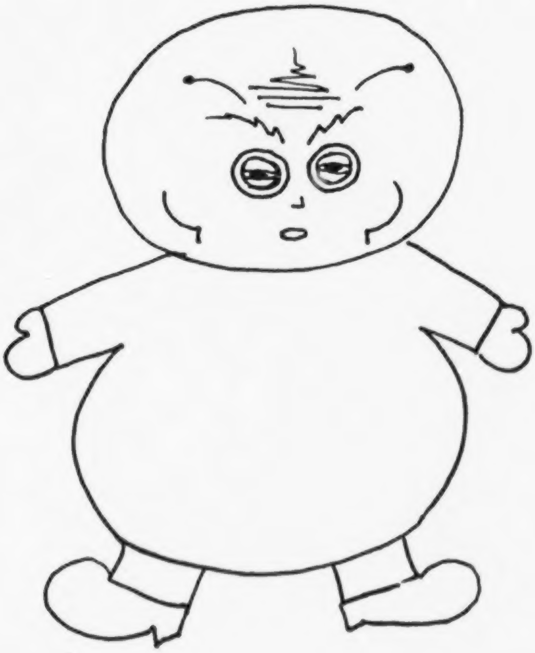
One silly spaceman --
Now our story's done;
He rode a rocket,
Then there was none.

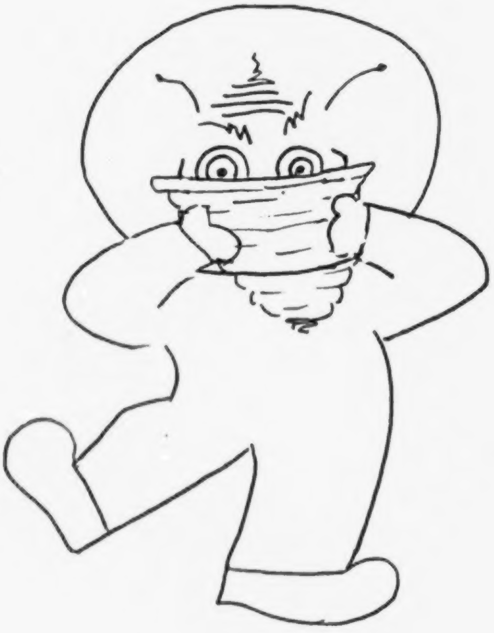
(*Listen*, p. 32)

Flannel Board Patterns: Ten Silly Spacemen

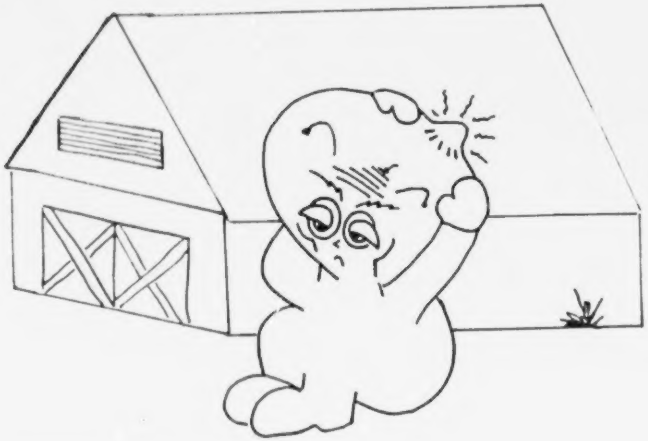


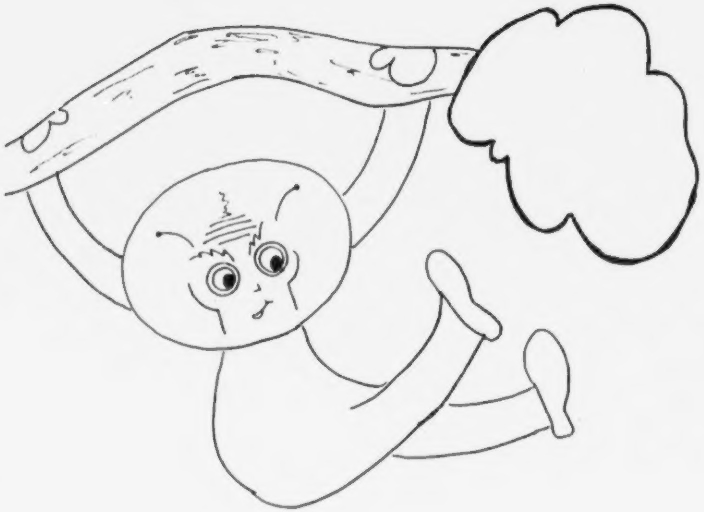


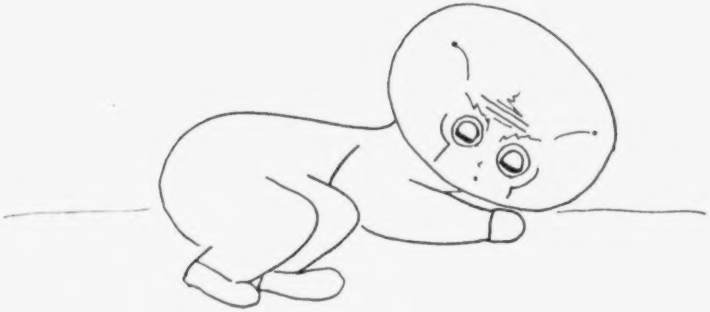




Flannel Board Patterns: Ten Silly Spacemen







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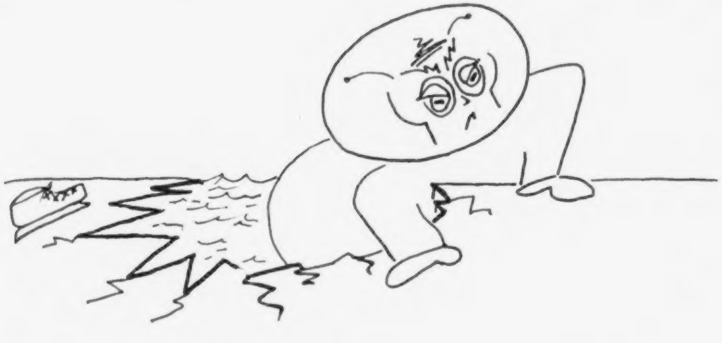

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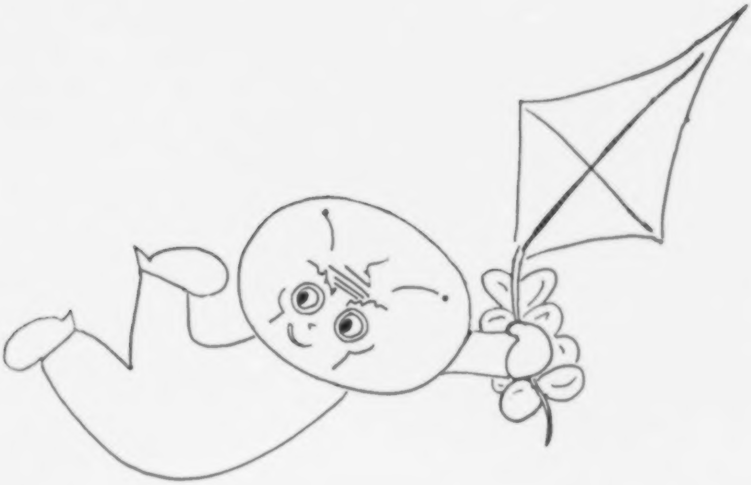
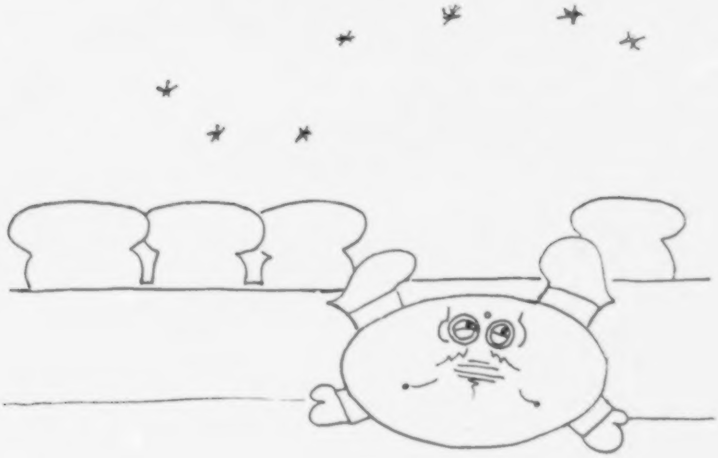
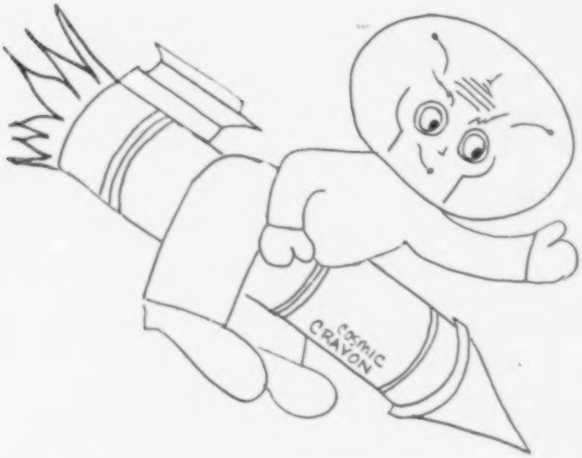
Flannel Board Patterns: Ten Silly Spacemen






COSMIC
CRAYON

School Age Programs

Books to Share

Apfel. *Voyager to the Planets.*
Asimov, Isaac. *Space Garbage.*
Cole, Joanna. *The Magic School Bus Lost in the Solar System.*
Leedy Loreen. *Postcards From Pluto: A Tour of the Solar System.*
Levy, Elizabeth. *Something Queer in Outer Space.*
Scott, Elaine. *Adventure in Space: The Flight to Fix the Hubble.*

Action Story

The Spaceman in the Rocket Ship

by Bernice Wells Carlson

(Have the children act out what the spaceman does in this action story)

One day a spaceman landed in our back yard. He was sitting in a rocket ship that looked very much like a rock, a rock from your garden or a rock from the mountains on the moon. The Spaceman was cramped in his rocket ship. He sat all squeezed up. *(Crouch down in a small ball)*

"Mmmmm-----" he thought. "I wonder where I am. I had better find out." The spaceman stood up. *(Stand up)* He stretched his arms. *(Stretch arms)* He stretched his legs. *(Stretch up on tiptoes, with arms extended)* He pulled up his antennae. *(Pull up imaginary antennae)* When he pulled up his antennae, he got a message. "This is earth."

"Earth?" said the Spaceman, settling back on his heels.*(Stand straight)* "Earth! I think I like earth. It has oxygen." He took three deep breaths. *(Take three deep breaths)*

"Mmmmm------" said the Spaceman. "Oxygen makes me feel vigorous." He raised his arms and twirled them around and around. *(Raise arms shoulder height and twirl them around)* He twisted his body back and forth. *(With arms still extended, twist trunk of body)* He leaned over and touched his shoes. *(Lean over and touch shoes)* He stood up straight. *(Stand straight)* He lifted his knees, one, two, three, four. *(Lift knees)* He jumped into the air and clapped his hands. *(Jump into air and clap hands)*

Then he stood still and looked up, and to the left, and to the right. *(Stand still, look up, left and right)* He turned around. *(Turn around)*

Everywhere he looked he saw children.

He heard them say, "Look at that queer bug! Let's catch it."

"Yes, let's catch it. Let's use it for 'Show and Tell.'"

"Let's put it on the science table."

"Let's make a project for the science fair."

The Spaceman didn't understand about "Show and Tell," or a science table, or a science fair. He was frightened, so frightened that he slipped quietly into his space rocket. *(Sit quietly)* He pulled in his antennae. *(Pull in imaginary antennae)* He didn't want to hear any more about "Show and Tell," or a science table, or a project for a science fair.

The children stopped talking and looked around for their spaceman, (*Look around)* but they couldn't find him because he was in his space rocket. The space rocket looked just like a rock, a rock from your garden, or maybe a rock from the mountains on the moon.

(*Listen!* p. 68)

Songs and Poems

The Solar System

(May count each planet off on the fingers with younger children)

Ten planets make our solar system.
I'll call them off in case you missed 'em.

The planet closest to our sun
Is Mercury. It's number one.

The evening star, perhaps you knew,
Is Venus, and our number two.

The blue-green planet that gave you birth
Is number three; our planet Earth.

Four is brighter than the stars.
We call this crimson planet Mars.

Jupiter, with its great red spot
Is the largest planet, we are taught.

The colored rings form a pretty pattern
Around the planet we call Saturn.

The seventh planet is not too famous.
Its the one we call Uranus.

Neptune's next, at any rate,
So we call it number eight.

The planet Pluto's next in line,*
So we give it number nine.

These are the planets, one through ten
Can you repeat them over again?

(*Finger Frolics*, p.53)

Twinkle Twinkle Little Star

by Jane Taylor

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the earth so high,
Like a diamond in the sky.

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle all the night.

Then the traveler in the dark
Thanks you for your tiny spark;
He could not see which way to go,
If you did not twinkle so.

In the dark blue sky you keep
And often through my curtains peep,
For you never shut your eye
Till the sun is in the sky.

As your bright and tiny spark
Lights the traveler in the dark,
Though I know not what you are,
Twinkle, twinkle little star.

Riddle

I have two strong hands to help me,
Two strong feet to guide me,
And wide light all around me.
What am I? *(A STAR)*

(Ring a Ring O'Roses, #84)

---

*Actually Pluto is not the last planet because of the orbit that it is in currently, Neptune is. After 1999 the planets will return to the regular order.

Library Activities

Audiovisual

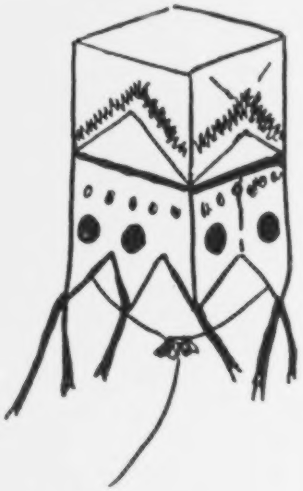
Amazing Space Shuttle. Video. 60 min. *(SA)*
Beyond the Stars: A Space Story. Film. 12 min. *(SA)*
Cow on the Moon. Film. 10 min. *(SA)*
Mole and the Rocket. Film. 10 min. *(PS)*
Moon Man. Video. 8 min. *(PS)*
Reading Rainbow 031: Space Case. Video. 30 min. *(SA)*
Visit from Space. Internat Film. 10 min. *(PS)*

Crafts

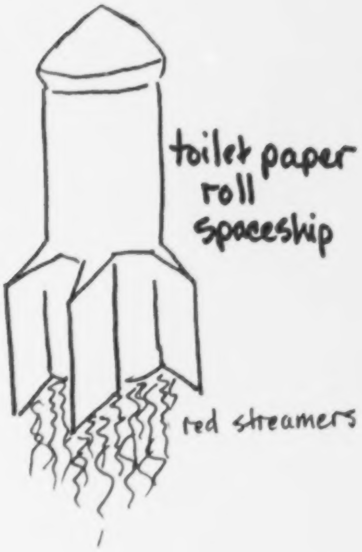
1. ***Spaceships:*** Cover toilet-paper roll with aluminum foil. Attach booster wings with tape or paper clips. Add streamers for an extra flair.

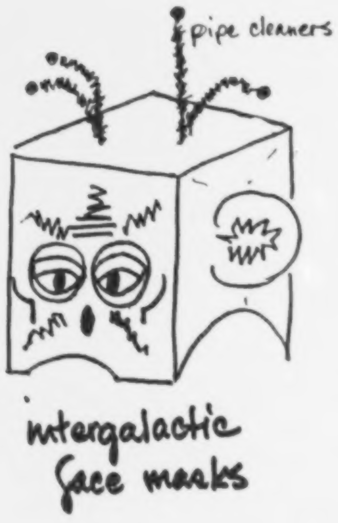
2. ***Balloon Rockets***: Cut paper bag edge to zig zag shape. Apply yellow, orange, and red streamers to appear as flames. Decorate paper bag to resemble cosmic rocket. Place helium balloon inside and watch your rockets take off.

3. ***Intergalactic Paper-Bag Masks***: Place brown paper bag over each child's head to find eye position. Cut out eye holes and trim the bottom of the bag so it fits down on their shoulders. Use paper scraps, foil, etc. to create aliens to represent creatures from another planet or galaxy. Give the creature a crazy name and tell where it lives.



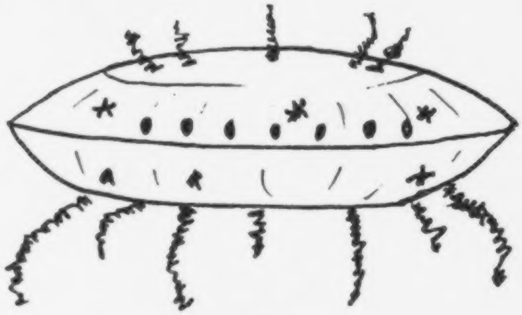
balloon rockets





intergalactic face masks

4. ***Flying Saucers:*** Staple two paper plates together. Cover with aluminum foil. Decorated with stickers and/or stars. Use pipe cleaners for antennae or landing feet.



paper plate
flying saucers

Puppet Show

Star Light

By Gayle A. Travis

Characters: *Star Light* *(Pattern at end of this chapter)*
Star Bright
Narrator

Narrator: Up in the sky each night the stars gleam and glitter down upon us. As silent as they are bright, we continue with our lives, never thinking of the lives these stars are living in the sky above. Star Light and Star Bright had been friends for a long time and often talked throughout the night.

Star Light: Star Bright, do you ever wonder if there is any life on that planet to our right? The green and blue one which has only one star to shine upon it.

Star Bright: I heard a rumor that there were "people" on that planet, but. . .

Star Light: But what?

Star Bright: Oh, I hate to spread rumors when they may not be true.

Star Light: When has that ever stopped you before?

Star Bright: Well, I heard this from those strange looking life forms with the Mushroom Heads that passed by a couple of ages ago. They stopped down to make contact and the "people" where doing such horrible things to their planet that they decided they wanted no contact whatsoever.

Star Light: The Mushroom Heads . . (*thinking*), Oh, yes I remember them. They have been pretty reliable sources of information in the past.

Star Bright: What they had to say gave me solar bumps. It was just too scary.

Star Light: Now you have me curious. Tell me. It can't be that bad.

Star Bright: Not from what I hear. Some try to control it, but the ones responsible for it think only of money and pay others to ignore the danger.

Star Light: It doesn't even make sense.

Star Bright: Oh, it gets worse. They throw away all sorts of things without even thinking of how to reuse or trade their garbage.

Star Light: What do they do with it?

Star Bright: That's the worse thing. They burn it, making more dark deadly clouds. They bury it under the surface and then plants cannot grow because it just sits there.

Star Light: Do these "people" have any measurable levels of intelligence?

Star Bright: Who knows! But while they have buried the worst of their garbage in the past, they are beginning to plan ways to send it our way!

Star Light: Into space!!! Hey, what they do on their own planet is their business but we can not tolerate their mistakes in our space! *(spinning around in fury)*

Star Bright: Settle down Star Light! There is hope!

Star Light: Hope, hope, hope!! Don't these "people" realize it's not just their world, it's our universe! (Still spinning)

Star Bright: There is hope! I have heard that the small, younger "people" are rising up and making the big "people" stop. The young become angry and cry out that it is their world that they will be living in and they come together to make the old ones turn and listen.

Star Light: *(Stops spinning)* Thank goodness! I hope they can save their own world and our universe before its too late.

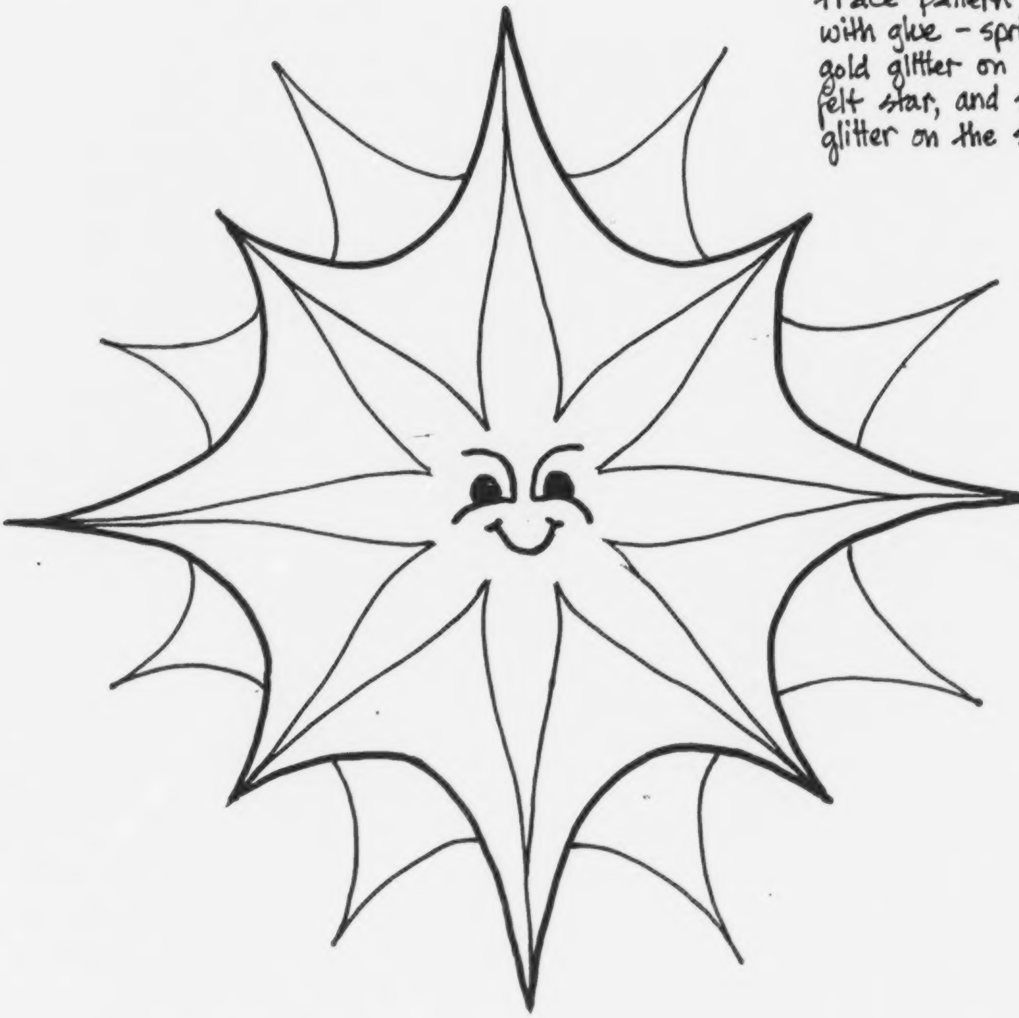
Star Bright: Well, Uhhhh ...

Star Light: What is it now? Surely there's not more!

Star Bright: I haven't mentioned what they do to their land, animals, water ...

Star Light: ARRRRRRGH! *(Begins to spin again)*

Puppet Play: Star Bright Star Light



Star
trace pattern
with glue - sprinkle
gold glitter on one
felt star, and silver
glitter on the second.

Small Group Activities

1. ***Laser Tag:*** Set up a "space station" (using chairs or table) in the middle of a darkened room. One person is chosen as the "Space Guard" and is armed only with a flashlight. Other children attempt to get to the space station without being tagged by the laser beam. If they are tagged, they are frozen in space until the end of that round. When a person reaches the space station without being tagged he/she becomes the new "space guard."

2. ***Day & Night Demonstration:*** Use an apple to represent Earth and stick a toothpick in one side to represent people. Tie a string to the stem and let it dangle. Darken the room and shine a flashlight (the sun) on the apple (the earth). Spin the apple slowly to show day and night.

3. ***Why Go?*** Discuss the attractions of going into outer space. What would be the advantages and disadvantages? Using Elaine Scott's *Adventure in Space,* compare real astronaut's perspectives and reasons for going into space with the children's sense of adventure.

Large Group Activities

1. ***Outer Space Perspective:*** Have the children draw themselves looking at the earth from outer space. How would the earth look from space?

2. ***Ring Around the Rocket Ship:*** (to the tune *of "Ring Around the Rosie")*

   Ring around the rocket ship
   (All join hands in circle an walk to the right)
   Try to grab a star.
   (At the word "grab," drop hands and reach up)
   Stardust, stardust
   Fall where you are.
   (On the word "fall," fall to the floor)

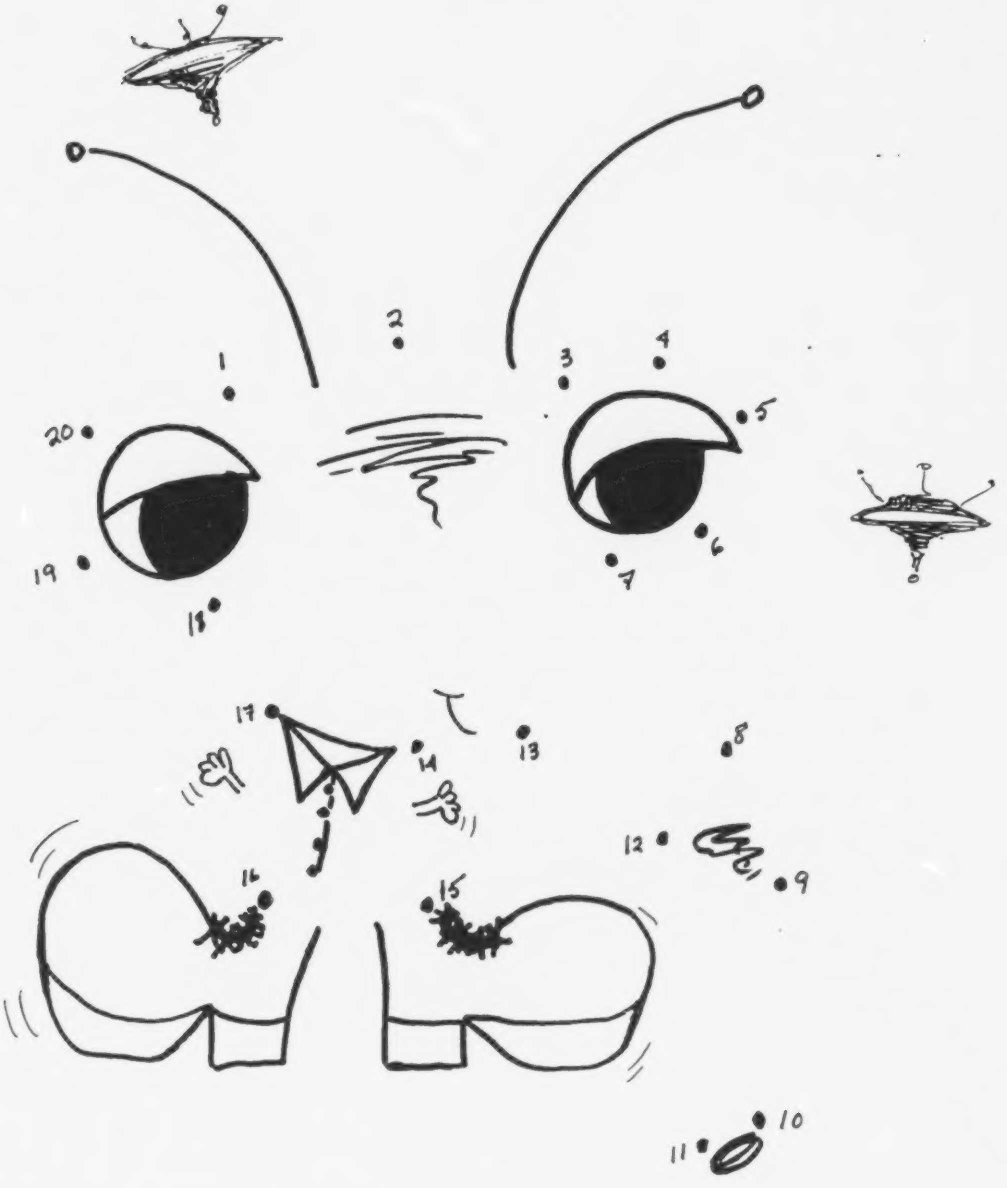
3. ***Night and Day:*** Have the children form a circle facing outward. They represent all the children of the world. One child walks around the outside of the circle carrying a large round yellow piece of construction paper (or tagboard cut out in the shape of the sun). As the "sun" circles the earth, have the children who can see the sun act out things they would normally do during the day. As the children loose sight of the sun, have the children pretend to be asleep. Older children will enjoy the sun moving faster and faster around the circle.

Handout

Connect the Alien Dots

Handout: Connect the Alien Dots

Connect the Alien Dots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From a Distance!

Family Fun

* * *

Family Books to Share

Toddler Books

Asch, Frank. *Moongame.*
Carle, Eric. *Papa, Please Get the Moon for Me.*
Petty, Kate. *The Planets.*
Taylor, Jane. *Twinkle, Twinkle, Little Star.*

Preschool Books

Branley, Franklyn Mansfield. *The Sky is Full of Stars.*
Brunhoff, Laurent de. *Babar Visits Another Planet.*
Wildsmith, Brian. *Professor Noah's Spaceship.*
Willis, Jeanne. *Earthlets as Explained by Professor Xargle.*

School Age Books

Asimov, Isaac. *Space Garbarge.*
Cole, Joanna. *The Magic School Bus Lost in the Solar System.*
Levy, Elizabeth. *Something Queer in Outer Space.*
Scott, Elaine. *Adventure in Space: The Flight to Fix the Hubble.*

Family Books

Durell, Anne, ed. *The Big Book For Our Planet.*
Lauber, Patricia. *Journey to the Planets.*
Lauber, Patricia. *Seeing Earth From Space.*
Ride, Sally and Susan Okie. *To Space and Back.*

Family Activities

1. ***Invent a Planet:*** Have each family member invent a different aspect of a planet: air, food, life forms, terrain. Talk about what the planet would look like if you went for a visit. If there were life forms on the other planet, what would they look like and why?

2. ***Personal Stars:*** Each person in the family choose a personal star for reflection, wishes, and as a personal companion on dark nights. Prepare certificates" with the *Starlight Starbright* or *Twinkle Twinkle* rhyme

3. ***Visit Earth:*** Pretend that you have just landed on Earth. Take a notebook and go for a walk. Prepare a report for the home planet. Ask questions about the things you see, not what you think you already know. Is the man walking the dog or is the dog taking the man out for a walk? Is the lawnmower walking the man? Are people inside the cars because the cars ate the people? Do cars hear the horns of the other cars?

Family Films

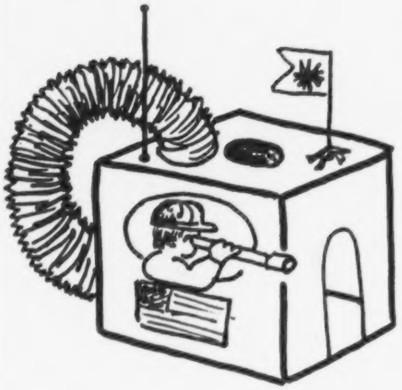
ET
Explorers
Goonies
Spacecamp
Starman
Star Wars

Family Crafts

Explorer's Spaceship

Using a large refrigerator or appliance box, make a space vehicle to play in. See if you can collect the following items to spruce up the intergalactic look of your space machine.

- dryer vent hoses
- tin foil
- paper towel roll for telescope
- map of stars for inside walls
- small antennae
- toy walkie-talkies
- broken electronic devices
- flashlight
- small American flag
- log book and pen
- cassette-player for flight recorder



ONCE UPON ANOTHER PLANET: Find One

Pictures in the Sky

Preschool Library Programs

Toddler Books to Share

Asch, Frank. *Starbaby.*
Ginsburg, Mirra. *Where Does the Sun Go at Night?*
Spier, Peter. *Dreams.*

Krupp, E. C. *Big Dipper and You.*

Preschool Books to Share

Branley, Franklyn Mansfield. *The Big Dipper.*
Czernecki, Stefan. *Bear in the Sky.*
De Paola, Tomie. *The Cloud Book: Words and Pictures.*
Hines, Anna G. *Sky All Around.*

Finger Plays and Action Rhymes

The Man in the Moon

The man in the moon as he sails the sky,
Is a very remarkable skipper ...
Is a very remarkable skipper.
(KNOWINGLY)

But he made a mistake when he tried to take,
A drink of milk from the dipper ...
A drink of milk from the dipper.
(DOUBTFULLY)

He dipped right into the Milky Way,
And slowly and carefully filled it ...
And slowly and carefully filled it. (SLOWLY)

The Big Bear growled, and the Little Bear howled,
And scared him so he spilled it ...
And scared him so he spilled it.
(WITH FINALITY)

Clouds

What's fluffy-white and floats up high
Like piles of ice cream in the sky?
(Point to the sky)

And when the wind blows hard and strong
(Blow hard into the air)
What very gently floats along?

What gently brings the rain? What brings the snow?
(Trickle your fingers like rain or snow)
What showers down on us below?

What seems to have just lots of fun
Peek-a-Booing with the sun?
(Peek through your fingers)

When you look up into the sky
What are these things you see float by?

(*Round and Round the Garden*, p. 138)

Flannel Board

The Grizzly Bear Brother-In-Law

The following tale was told by the Native American Coeur d'Alene Indians of northern Idaho, who also saw the same constellation as a grizzly bear. As you tell this constellation myth, add stars to dark bear-shaped flannel, making the constellation diagram (you can mark the star locations in chalk on the bear beforehand). Have dipper to lay on top when you are done.

Once there were three brothers whose sister had married a grizzly bear. Two of the brothers hated the bear, but the youngest liked his brother-in-law, for he knew that the bear loved his sister very much.

There came a day when the two brothers conspired to kill the bear, and they told the youngest brother of their plan.

"Do not tell bear," they ordered the younger brother.

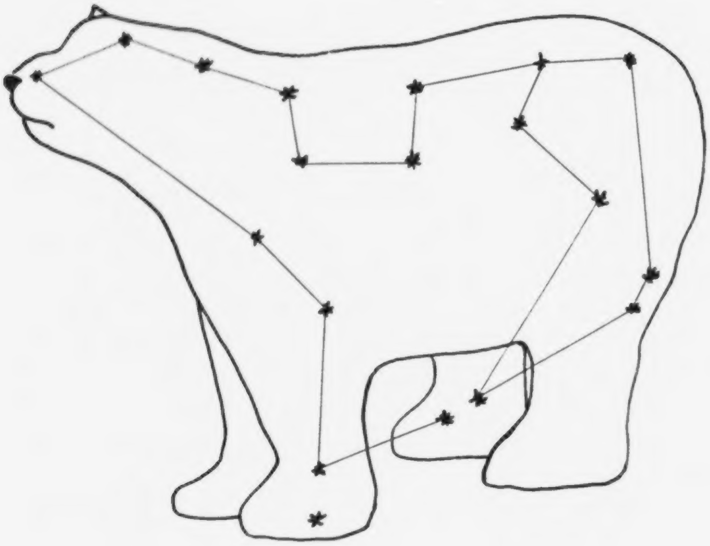
The youngest brother feared for the life of his brother-in-law, and so he ran to warn the grizzly bear.

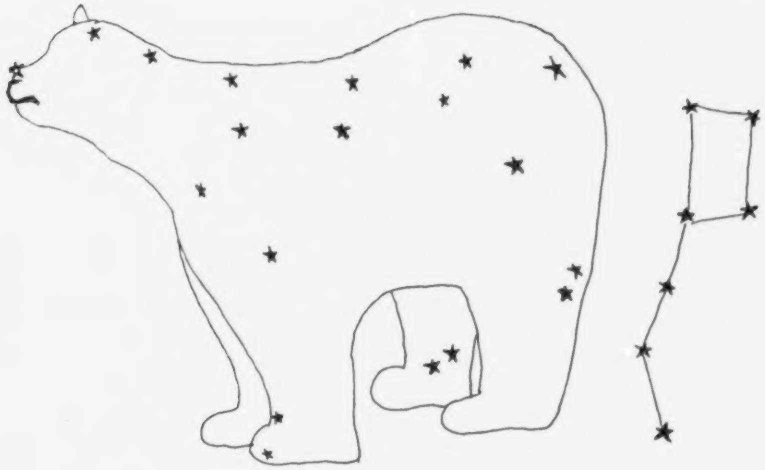
"Look out, Brother-in-Law!" he shouted as the brothers aimed their arrows at the bear's heart.

No sooner did his warning rang through the forest, than all four were taken into the sky and thrown against the Big Dipper. Some say that they form the bowl of the Big Dipper, but others believe that those four stars are the grizzly and that the three brothers are the three stars of the handle.

(*They Dance in the Sky*, pp. 20-21)

Flannel Board: The Great Bear





School Age Programs

Books to Share

Gallant, Roy. *Constellations: How They Came to Be.*

Hadley, Eric and Tessa. *Legends of the Sun and Moon.*

Leedy, Loreen. *Postcards from Pluto: A Tour of theSolar System.*

Lurie, Alison. *The Heavenly Zoo: Legend.*

Rockwell, Anne. *The Robber Baby: Stories from Greek Myths.*

Stewart, Mary. *Ludo and the Star Horse.*

Voung, Lynette Dyer. *Sky Legends of Vietnam.*

Book Excerpt

The Great Bear

(*Compare with the myth of the Great Bear in the preceeding flannel board section*)

Long ago there lived a beautiful princess named Callisto. One day she was sleeping in the forest when Zeus, the king of the gods, saw her and fell in love with her. Callisto tried to resist, but Zeus courted her, bringing her flowers and making her laugh, until soon she loved him with all her heart.

Callisto was very sad and lonely when Zeus was not with her. The other maidens would not hunt or play with her, because they were sworn to love no man, and Callisto had broken this vow. After many months, Callisto wandered deep into the forest where she had a son named Arcas.

One day, the queen of the gods, Hera, discovered Callisto and her son playing in the forest. She was very angry, because she wanted Zeus to love only her. Full of rage, Hera caused the winds to throw Callisto against the ground. The beautiful princess' robes grew thick around her body and her arms and legs became heavy and shaggy with fur. Her face lengthened into that of a bear and when she tried to beg for mercy she found that her voice had changed to a deep and mighty roar.

Callisto had become a great white bear, and her little boy Arcas was frightened of her. He screamed and ran from the forest into the open meadow. Callisto could not follow and she lived in the forest for many years, hiding from hunters.

Arcas grew into a fine young man. He learned the skill of the hunter, and one day, he returned to the forest. Callisto recognized her son and ran toward him in joy, forgetting that she had the shape of a bear and that her growl would bring fear. Arcas thought he was being attacked, and quickly drew an arrow against his bow.

Zeus looked down from the heavens and saw Arcas' arrow aimed at his mother's heart. Zeus reached down to earth and seized the bear by the tail and swung her into the stars. Callisto mourned the separation from her son, so Zeus took pity and changed Arcas to a bear and set him too in the heavens where they became known as the *Great Bear* and the *Little Bear*.

Songs and Poems

Pegasus

I am called a Pegasus.
I'm a horse which flies through air.
I was born with wings, you see,
And I fly anywhere!

But that was long ago, my friend,
Our numbers now are few.
You now know of us only as
The horses once that flew

(*Finger Frolics*, p. 101)

Orion

Mildred Vorpahl Baass

(Constellation: Orion, the Hunter)

Orion, son of Neptune,
A mighty hunter, he
Had the power of wading
Through the mighty sea.

Diana loved Orion
And planned to be his wife,
But this displeased her brother,
Causing family strife.

One day, he saw Orion
A-wading through the Sea,
His head above the water,
As carefree as could be.

Apollo dared Diana
To try to hit that "ball",
A-bobbing on the water,
Before it hit the wall.

Alas, Diane, the Archer,
Dispatched a shaft so true,
The "ball" sinks beneath the waves
A deed she soon will rue.

The body of her lover
Is washed up on the land;
Then she sees Orion died
By her own loving Hand.

Among the stars, she placed him --
A giant, with sword in belt;
Now with club, he strides the sky,
Dressed in a lion's pelt.

(*Mythology in Verse or The "Why" in Myths*, p.11)

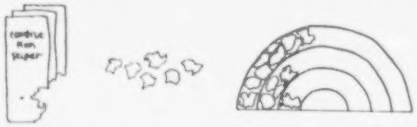
Library Activities

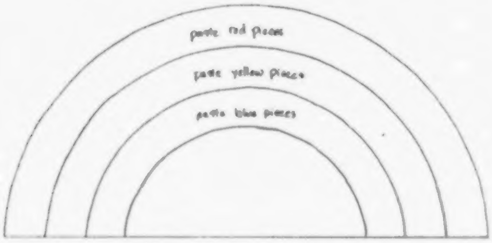
Audiovisuals

Ears of King Midas. Film. 10 min. (SA)
Why the Sun and the Moon Live in the Sky. Film. 11 min. (SA)

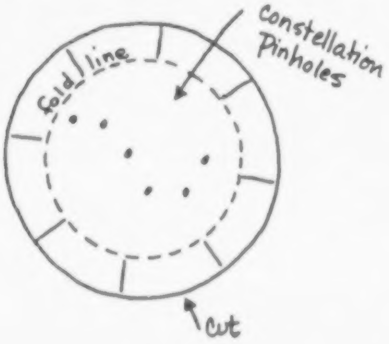
Crafts

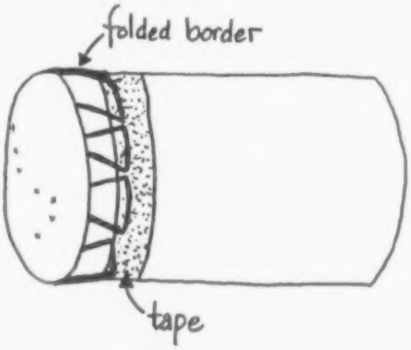
1. ***Mosaic Rainbows*** -- Have the children tear red, yellow, and blue construction paper into little pieces and glue to a plain sheet of paper in the form of a rainbow. Older children will want to use red, orange, yellow, green, blue, and purple paper.





2. ***Constellation Viewers*** - Fold a piece of black construction paper around the end of a toilet paper cardboard roll. Tape paper to the sides of the roll and using a pin, poke holes in the paper in the pattern of a constellation. When you look through the open end towards a light source you can see the "stars." Sample Constellations are located as Handouts at the end of this chapter.





3. ***Constellation Collections*** - Have the children make small books of constellations using half a sheet of black construction or recycled paper. The constellation figures may be made with silver stars, white chalk, or by placing dots of glue in the constellation positions and dusting with silver glitter. Constellation patterns follow. Sample constellation patterns are included as Handouts at the end of this chapter.

Puppet Show

Story of the Rainbow
(An Indian Legend)

Puppets:

Green	Red
Blue	Purple
Yellow	Indigo
Orange	White *(To represent the lightning)*

Socks of the appropriate color can be used as puppets. Simple crazy craft eyes may be added to give the colors character. This requires four people for a total of eight hands!

Narrator: Once upon a time all the colors in the world began to argue as to who was the most important, the most useful, and the favorite color in the world.

Green: *(Arrogantly)* I am most important! I'm the sign of life and hope. I was chosen for the grass, trees, leaves--without me all the animals would die. Look out over the countryside and you will see me everywhere.

Blue: *(Interrupting)* You only think of the earth, but consider the sky and the sea. It is water that is the basis of life and this is drawn up by the clouds from the blue sea. The sky gives the world space and peace. Without my constant care you would all be nothing but busybodies.

Yellow: *(Laughing)* You're all so serious. I bring laughter, joy, and warmth into the world. The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower the whole world begins to smile. Without me there would be no fun.

Orange: *(Firmly, with confidence)* I'm the color of health and strength. I may be scarce, but I'm valued above all because I serve the inner needs of human life. I carry all the most important vitamins. Think of carrots, and pumpkins, and oranges. I don't hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so great that no one even notices any of you.

Red: *(Shouting angrily)* I am the ruler of you all, blood, the human life line! I am the color of danger and bravery. I bring fire and can destroy or give life. Without me the earth would be empty as the moon. I am the color of passion and of love; the red rose, poinsettia, and poppy.

Purple: *(Pompously, standing straight)* I am the color of royalty and power. Kings, chiefs, and bishops have always chosen me for I am the sign of authority and wisdom. People do not question me -- they listen and obey.

Indigo: *(Calmly and Quietly but just as determinedly)* Think of me. I'm the color of silence. You hardly notice me at all, but without me all of you are nothing. I represent thought and reflection. You need me for balance and contrast and inner peace.

Colors continue to argue all at once until the sound of thunder comes from off stage. A bright light flashes (flicker room lights) and white (lightning) appears. All the colors cower together on one side of the stage.

White: You foolish colors, fighting among yourselves, each trying to dominate the rest. Do you not know that you are each here for a special purpose, unique and valuable in your own right. Together you make the world a beautiful place. Without even one of you the world will cease as we know it. To remind the world of your value, and as a sign of hope for tomorrow, you will be stretched across the sky in a great bow of color. Each time we see this bow, let us appreciate one another. *(May turn to the audience and ask, "What kind of bow do these colors make when next to each other?" Smaller children may want to name the colors.)*

(Adapted from an *Indian Legend* written by Anne Hope, 1438).

Small Group Activities:

1. ***Pin the Wings on the Pegasus***: (Large groups can do this if you divide the children into smaller groups and have a volunteer with each group.) Enlarge the illustration provided. Blindfold each child, spin the child around three times; and let them try to pin the wings on the pegasus.

2. ***Constellation Connections***: Place a large sheet of paper with random stars (white paper with star stickers or black paper with chalk/silver star stickers) have the children connect the stars to make their own constellations. Patterns are in the Handout section of this chapter.

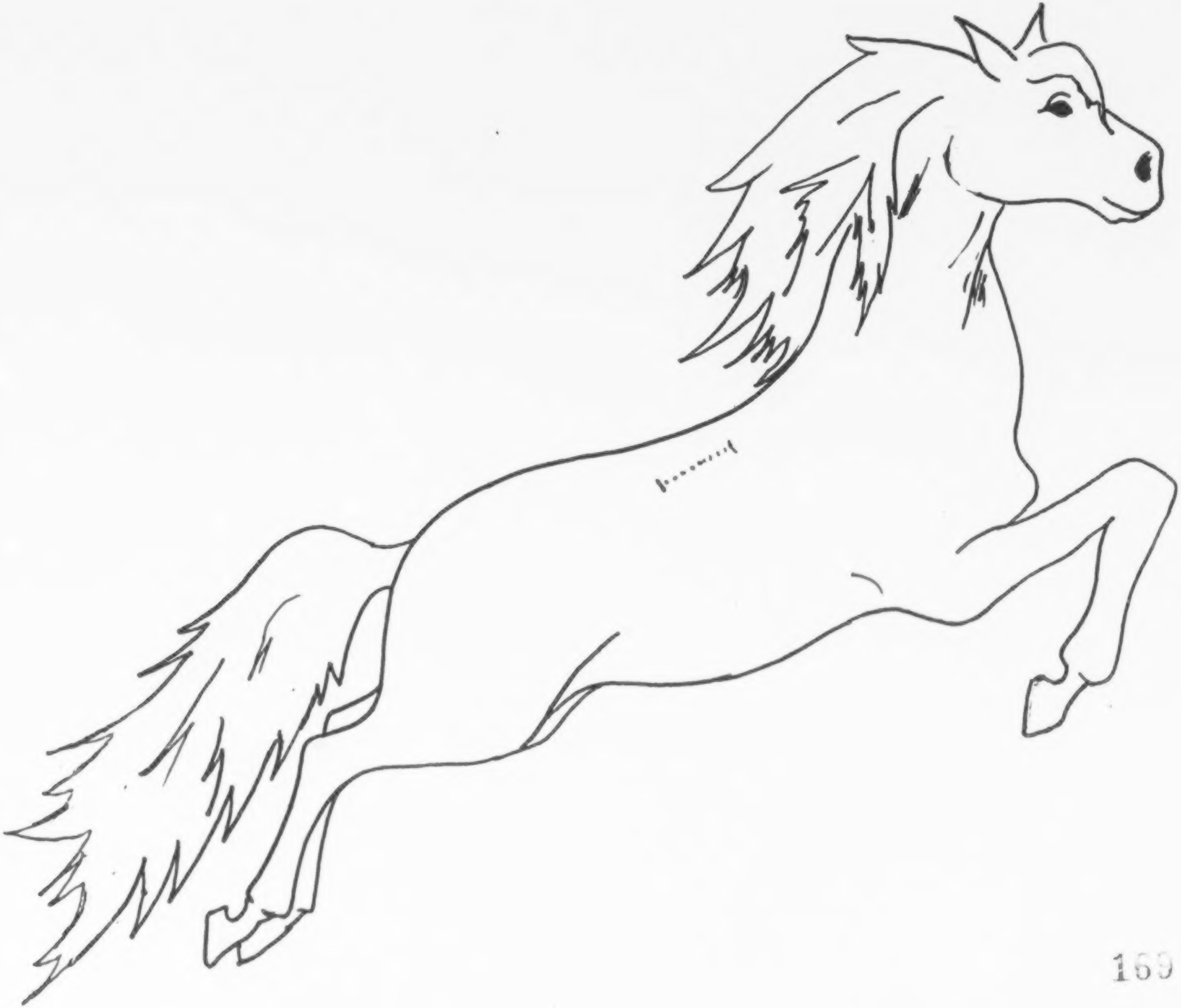
3. ***Cloud Watch***: If you have a field nearby, (or a large tarp to cover a part of your parking lot) go outside and lay on your backs and watch the clouds. What shapes can they point out in the sky? How fast are they changing? Make up stories about how the clouds protect the earth, as was believed in ancient times.

Large Group Activities:

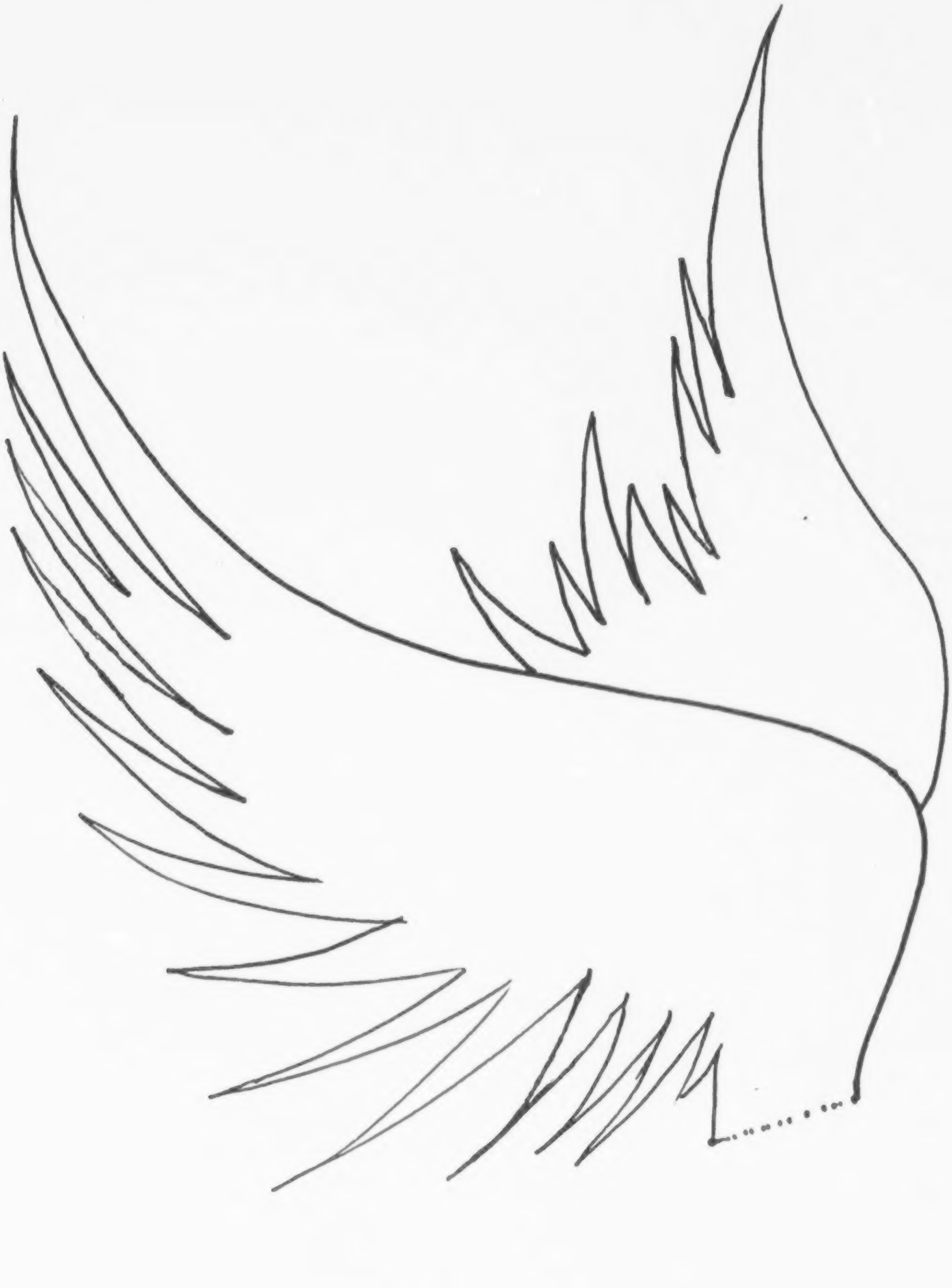
1. ***Sky Drawings:*** Have children draw pictures of what they see in the sky, clouds in shape of animals, star patterns, etc.

2. ***Constellation Rorschach:*** Children should look at the night sky or a star map and find groups of stars that seem to them to be the shape of something. After writing their own constellation myth or poem, have a show-and-tell of these "new" constellations. Remind the children that this is the way that original constellations myths began.

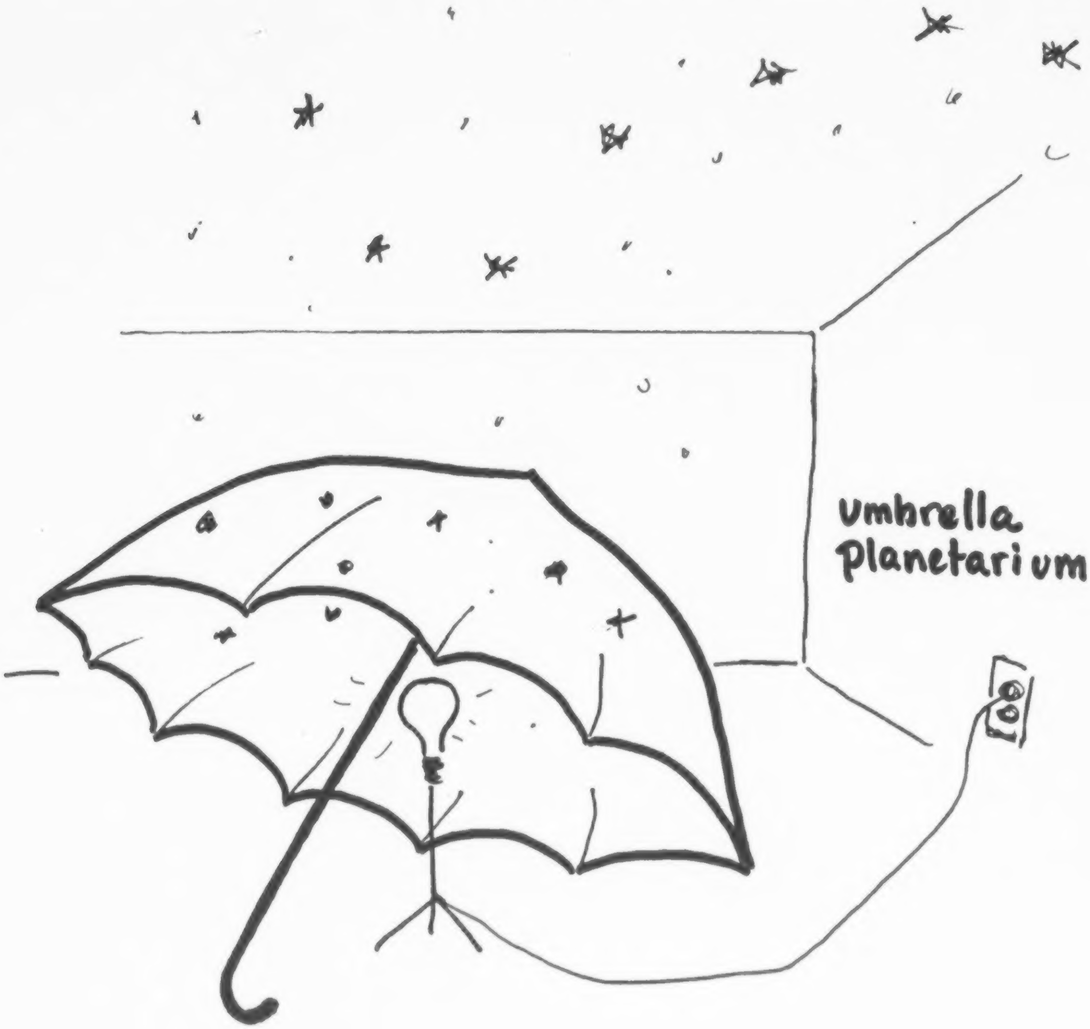
Small Group Activity: Pin the Wing on the Pegasus



Small Group Activity: Pin the Wing on the Pegasus



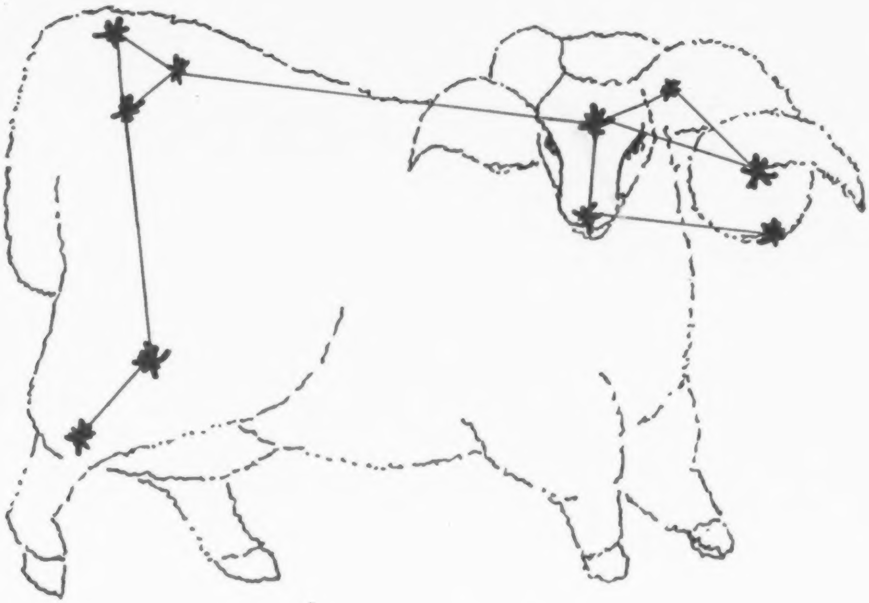
1. ***Umbrellarium**:* Have the constellations "come alive" by using a large opaque dark colored umbrella as a mini-planetarium. Using the inside of the umbrella as the "sky" mark the constellations in their proper places using white chalk. Poke holes at each star position. Place a bright light under the umbrella and darken the room. The stars and constellations will be projected on the ceiling and walls.

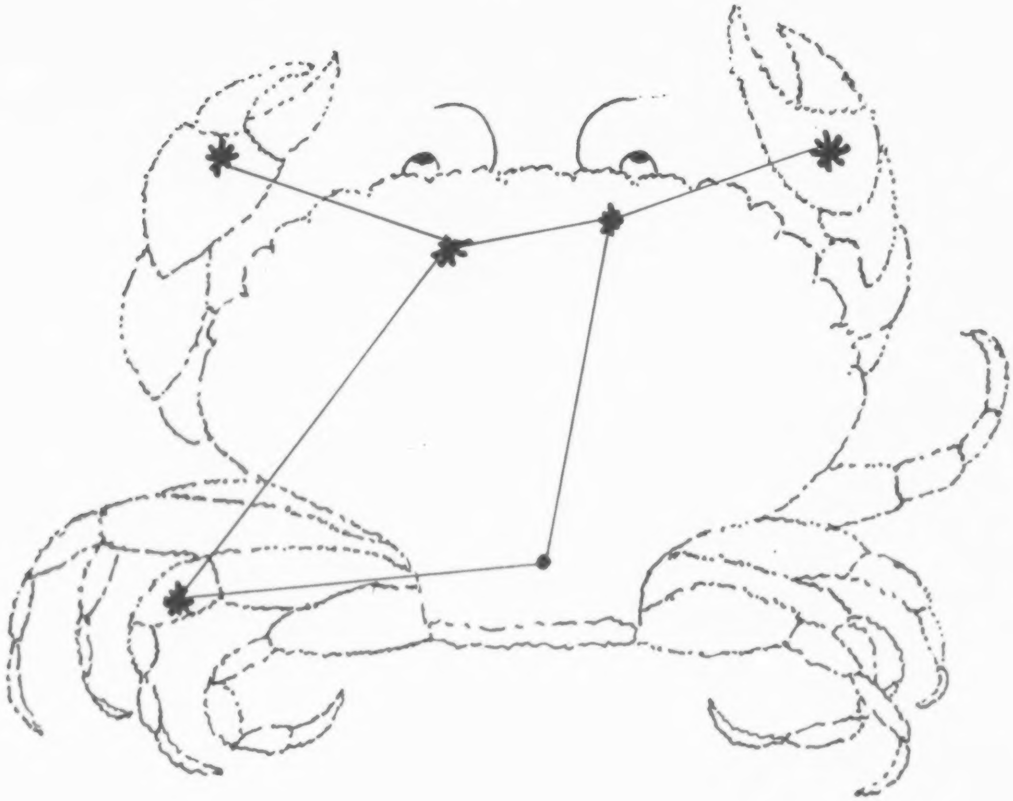


Handouts

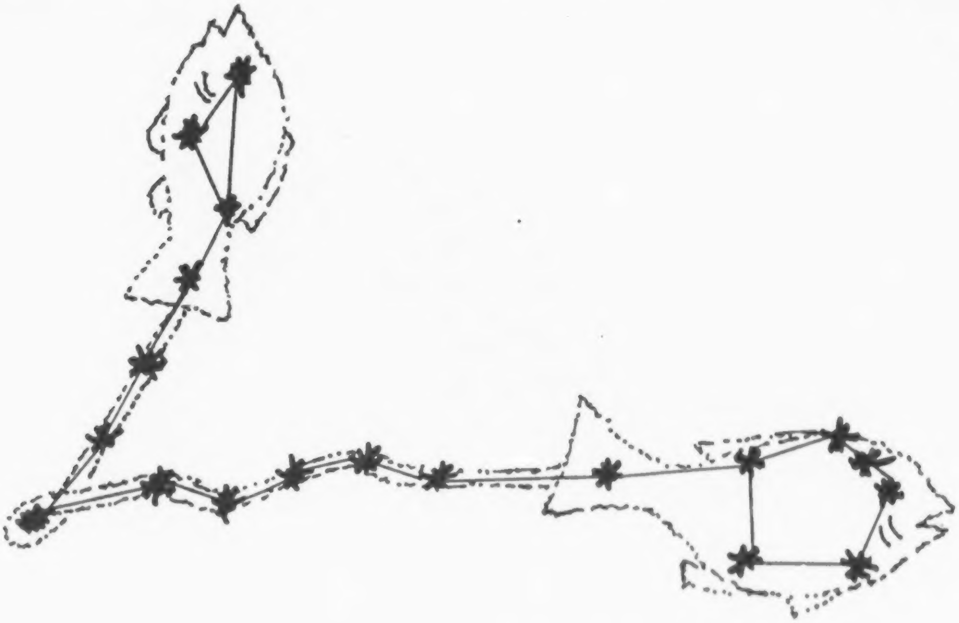
Constellation Patterns

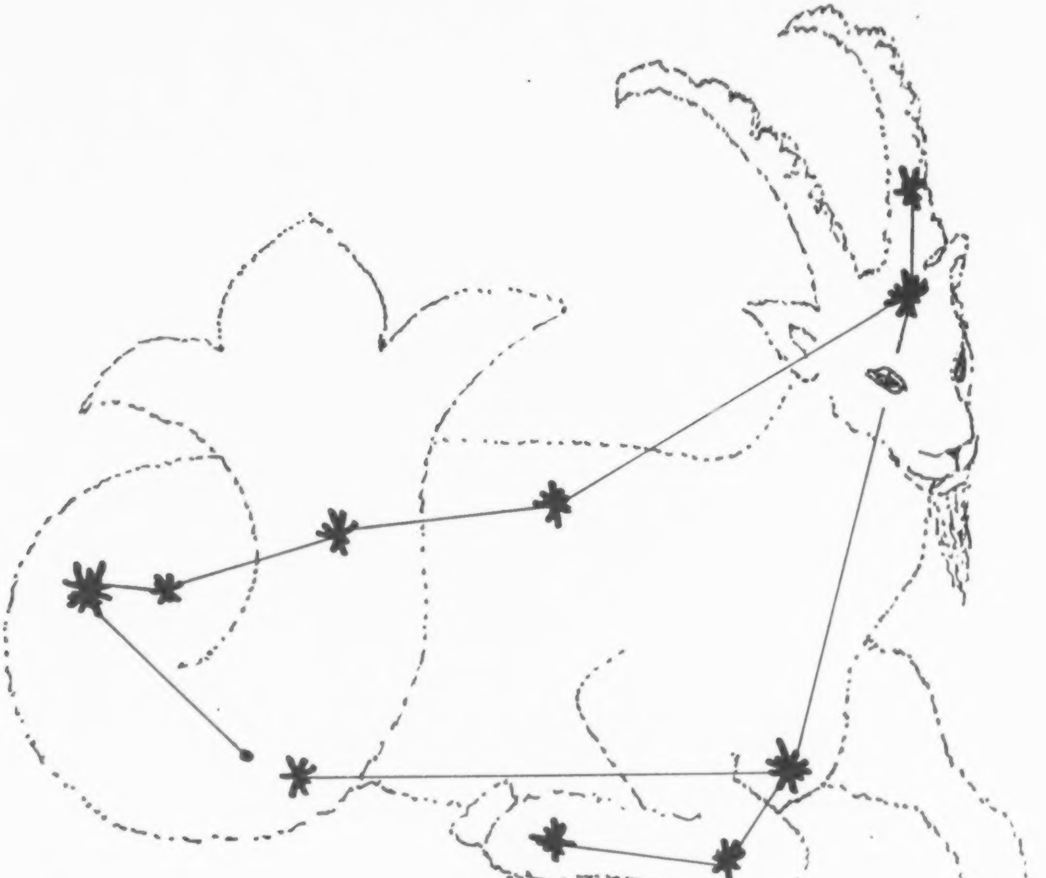
Handouts: Constellation Patterns



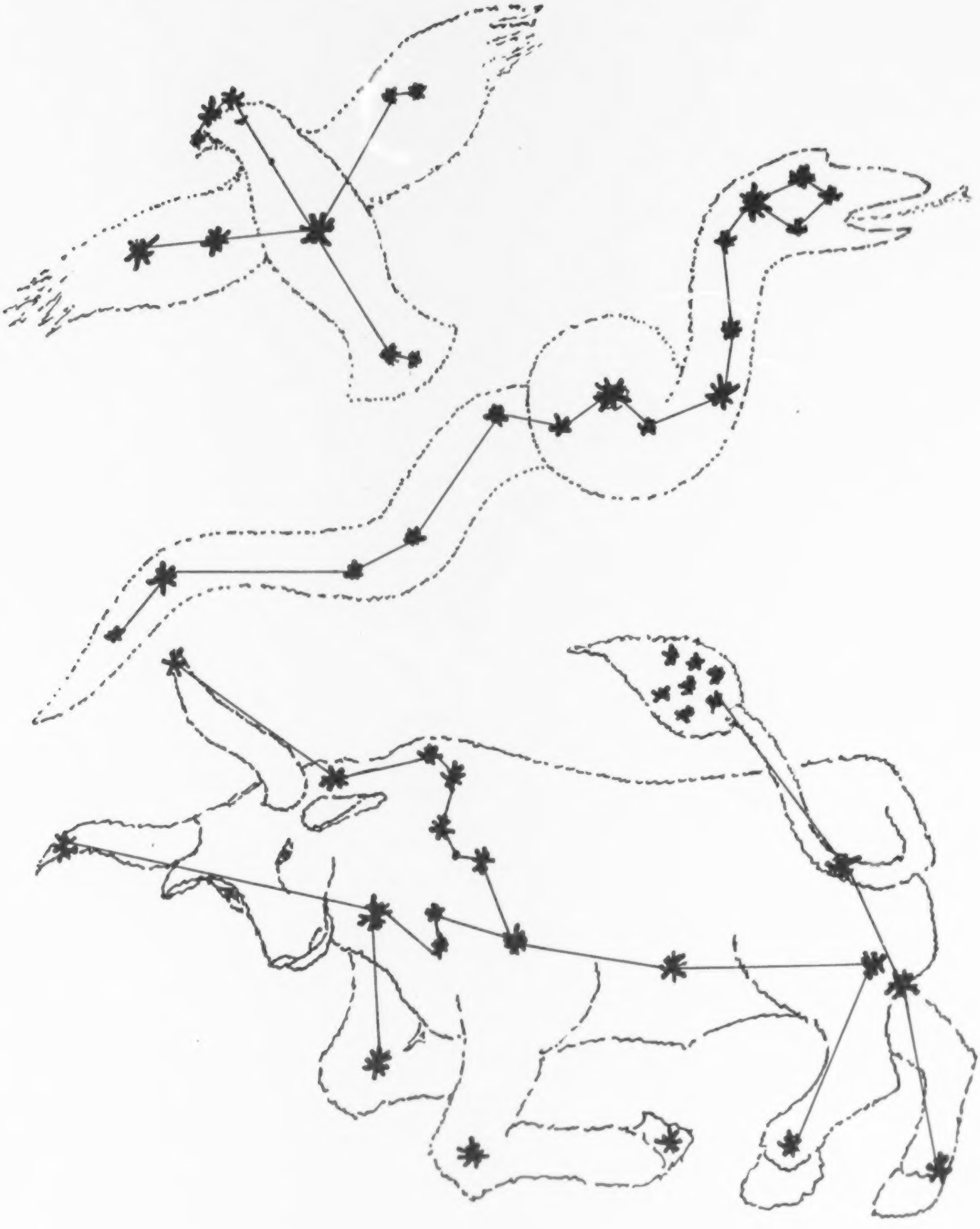


Handouts: Constellation Patterns





Handouts: Constellation Patterns



Once Upon Another Planet

Pictures in the Sky!

Family Fun

* * *

Family Books to Share

Toddler and Preschool Books

Asch, Frank. *Starbaby.*
Branley, Franklin Mansfield. *The Big Dipper.*
Czernecki, Stefan. *Bear in the Sky.*
Krupp, E. C. *Big Dipper and You.*
Spier, Peter. *Dreams.*

School Age Books

Gallant, Roy. *Constellations: How They Came to Be.*
Lurie, Alison. *The Heavenly Zoo.*
Rockwell, Anne. *The Robber Baby: Stories from Greek Myths.*
Stewart, Mary. *Ludo and the Star Horse.*
Voung, Lynette Dyer. *Sky Legends of Vietnam.*

Family Books

Baass, Mildred Vorpahl. *Mythology in Verse: Or the "Why" in Myths.*
D'Aulaires, Ingri and Edgar. *D'Aulaires Norse Gods and Giants.*
Osborne, Mary Pope. *Favorite Greek Myths.*

Family Activities

To Do Together

1. ***Star Gazers:*** Sleep outdoors under the stars in your backyard or patio, or go on a camping trip. Stargaze and tell stories of the constellations. Pick out your own patterns and make up stories that explain how they got there. In the daytime, lay on your back and watch the pictures formed by the clouds or from the patterns of sky that can seen through the branches of trees.

2. ***Bedtime Stars:*** Read constellation myths as bedtime stories. Change one character or event to make the story funnier. Make up a different ending to the myth.

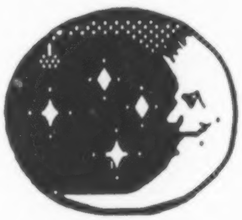
3. ***My Monster:*** Invent your own mythical character. What would it look like? How would it eat, sleep, etc.

Family Crafts

1. ***Tin Canarium***: Punch holes in the bottom of a tin can according to a constellation pattern. Cover a flashlight with the tin can and shine the beam at a wall or ceiling. Make several tin canariums so each can projects a different constellation.

2. ***Ceiling Stars:*** Cut stars from tag board or card board and cover paint with glow in the dark paint. Pin the stars on the ceiling above your bed in the form of your favorite constellation.

3. ***Constellation Mobile:*** Cut out stars and cover them with crinkled aluminum foil. Using yarn or string, hang the stars from a dowel rod or paper towel roll (wrapped in foil). Can you make the stars hang at different level to make a constellation?



ONCE UPON ANOTHER PLANET: Read One

Behind the Cover

Preschool Library Programs

Toddler Books to Share

Browne, Anthony. *I Like Books.*
Felix, Monique. *The Story of a Little Mouse Trapped in a Book.*
Oxenbury, Helen. *Tom and Pippo Read a Story.*

Finger Plays and Action Rhymes

Said This Little Reader
by Gayle A. Travis

Said this little reader, "I'm as tired as can be."
(Point to first finger.)
Said this little reader, "My eyes can hardly see."
(Point to second finger.)
Said this little reader, "I'd like to go to bed."
(Point to third finger.)
Said this little reader, "I want to rest my head."
(Point to the fourth finger.)
Said this little reader, "Come, close the book with me."
(Point to thumb.)
One, two, three, four, five; they tiptoed off to bed.
(Point to each finger in turn.)
Just as still as still could be.

Preschool Books to Share

Aliki. *How a Book is Made..*
Cooney, Barbara. *Roxaboxen.*
Gibbons, Gail. *Paper, Paper, Everywhere.*
Hallinan, P.K. *Just Open a Book.*
Nolan, Dennis. *Dinosaur Dream.*
Wiesner, David. *Free Fall.*

Picture People
(suit action to words)

I like to peek inside a book
Where all the picture people look.
I like to peek at them and see
If they are peeking back at me.

(Ring A Ring O' Rosies, p. 71)

Flannel Board

Ten Little Books

by Susan and Gayle Travis

(Prepare this flannel board in advance. Place the figures on the board in the order that they appear in the poem. Place a "book" flannel on top of each figure. As you read the poem, remove the "book" to reveal the figure underneath.)

Ten little books
Sitting on a shelf
Take one off
See a shoemaker and elf.

Nine little books
All in a row
One ran to Hollywood
And became a picture show.

Eight little books
Waiting to be read
One was full of recipes
To help us make our bread.

Seven little books
Filled with horses and pigs
One came suddenly alive
And danced a little jig

Six little books
To teach us how to sing
One cut a record
The favorite of a King.

Five little books
About a robber and some thieves
Treasures in the darkness
Buried in some leaves.

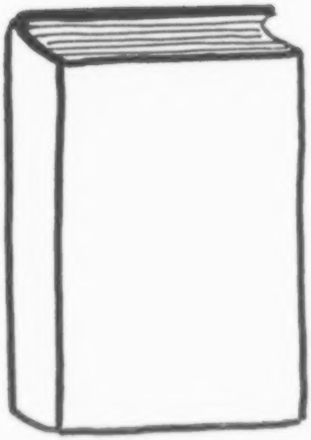
Four little books
Lost in a pile
Granny finally found one
And read it with a smile.

Three little books
Full of pictures and fun
Dinosaurs and fairy queens
Something new for everyone.

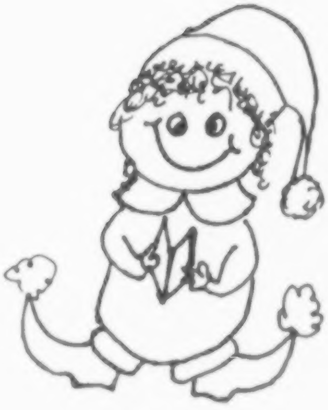
Two little books
Were all that were there
One found a reader
Who was happy to share.

One little book
Sitting on the shelf
I wanted to read it
So I took it for myself.

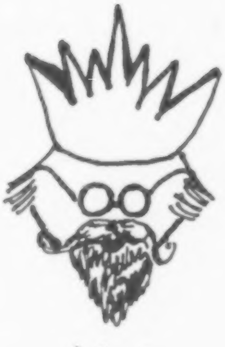
Flannel Board Patterns: Ten Little Books



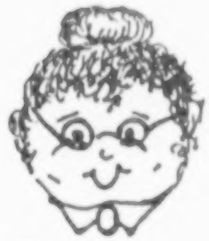
Make 10 books.



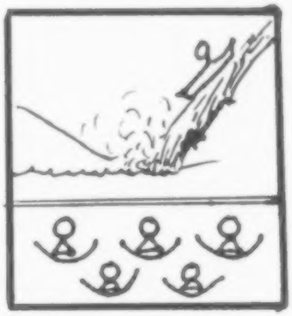
elf

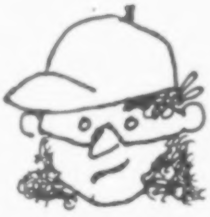


king

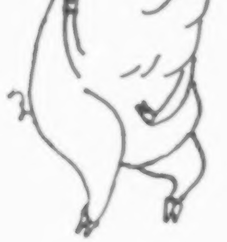


granny

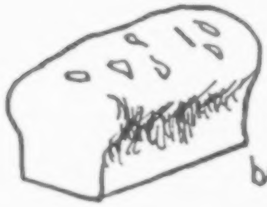




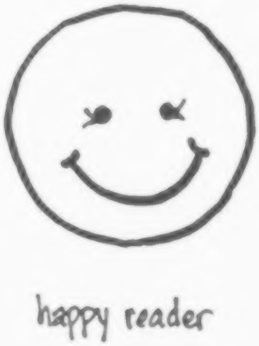
robber



pig

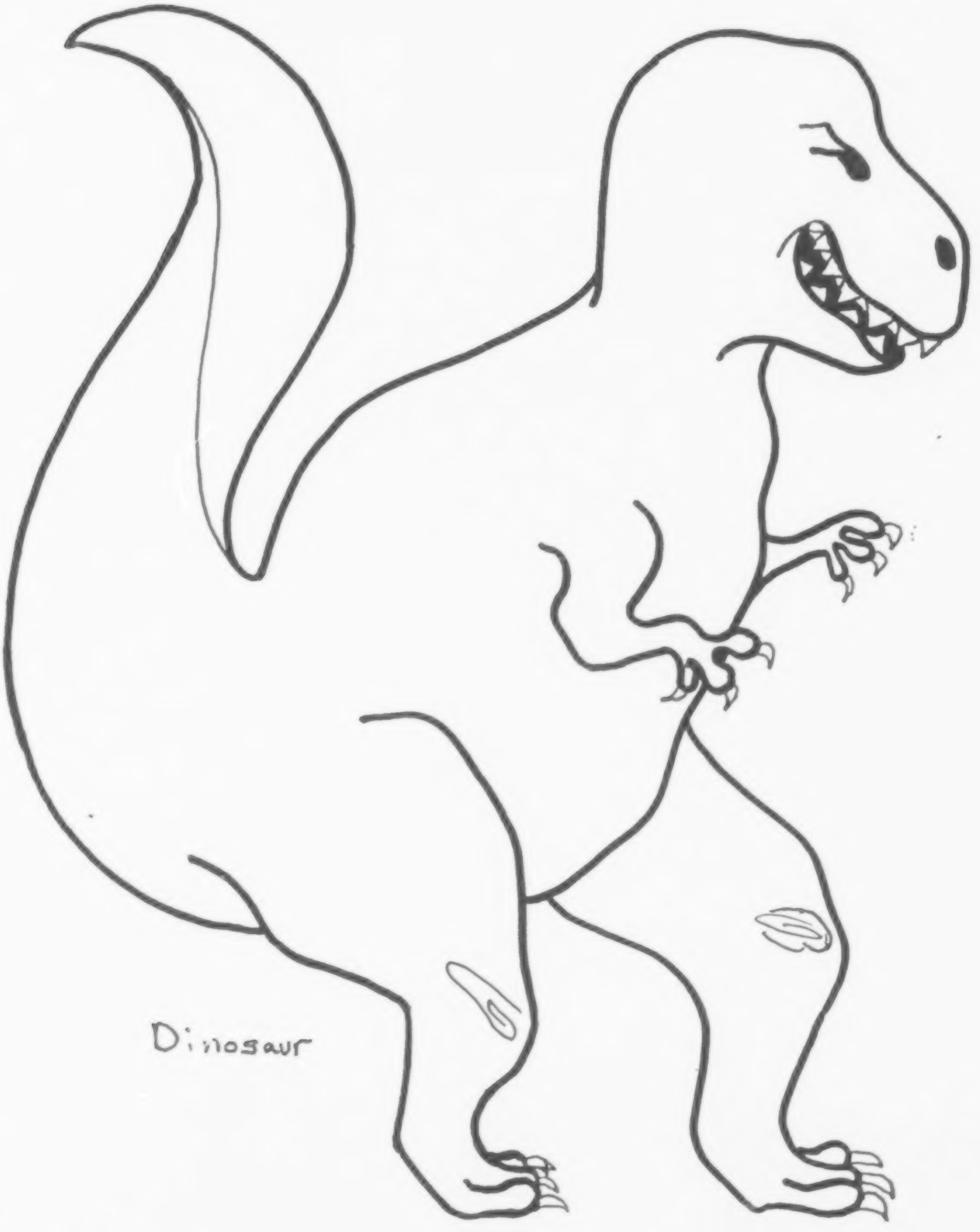


bread



happy reader

Flannel Board Patterns: Ten Little Books



Dinosaur

School Age Programs

Books to Share

Bauer, Marion Dane. *What's Your Story? A Young Person's Guide to Writing Fiction.*
Baum, L. Frank. *The Wizard of Oz.*
Carroll, Lewis. *Alice's Adventures in Wonderland.*
Cleary, Beverly. *Dear Mr. Henshaw.*
Clifford, Eth. *Help! I'm a Prisoner in the Library.*
DeClements, Barthe. *Sixth Grade Can Really Kill You.*
Lewis, C. S. *The Lion the Witch and the Wardrobe.*
Minsberg, David. *The Book Monster.*

Songs and Poems

Fay Folks

Anonymous

A brownie child,
A dwarf, a sprite
Can dance in print
On pages white.

A goblin, giant,
Troll, or gnome
Can claim a book
To be his home.

A fairy queen,
A woodland elf
Can live in books
Upon the shelf.

Read...Think...Dream

Book me a passage
to history
Back to some once-upon-
a-time.
Sail me into a
tall told tale,
Read me a river-
boat rhyme

Ride me the waves
of a story.
Settle me down
by a brook.
Dream me a land
only dreamed of,
Book me a voyage
on a book.

(*Children's Book Council,* Bookmark)

The rose is red,
The grass is green,
The days are spent
Which I have seen,
When I am dead
Then ring my knell
And take my book
And use it well.

Anonymous

Library Activities

Audiovisuals

If Books Could Talk. Film, video. 10 min. *(PS)*
Incredible Book Escape. Film. 45 min. *(SA)*
Louis James Hates School. Film. 11 min. *(SA)*
Something Queer at the Library. Film. 10 min. *(SA)*
Story of a Book. Film. 16 min. *(SA)*

Crafts

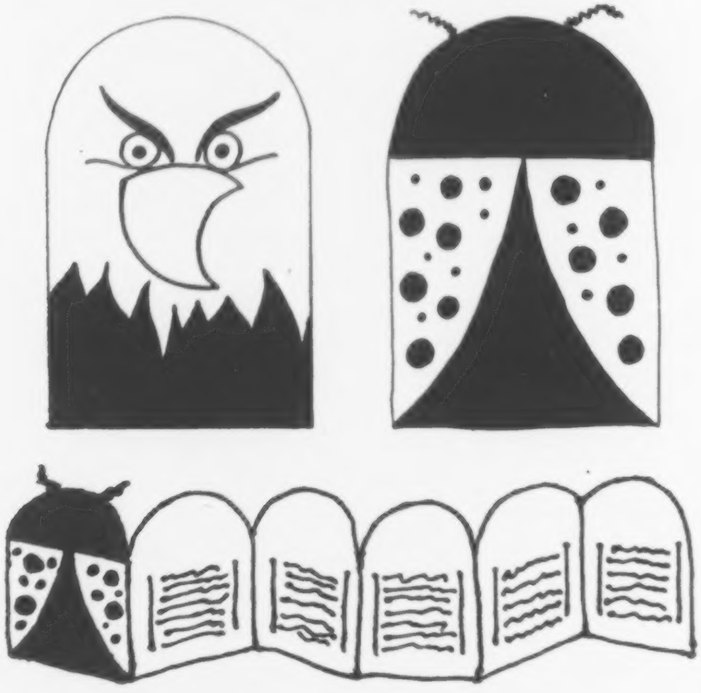
1. ***Denise Fleming's Recycled Paper Art:*** This craft is described in the "About the Illustrator" section of the Introduction to this manual.

2. ***Accordion Book:***

   Materials: butcher paper, poster or tagboard, tape, markers
   a) Fold butcher paper in half for strength
   b) Fanfold butcher paper into any number of equal segments
   c) Make cover ends out of cardboard and tape to butcher paper. These may be made in any shape, but be sure that the cover hides the butcher paper
   d) Decorate the outside of your accordion book and write your own story on the inside

   OR

   a) Cut poster or tagboard into any number of uniform shapes, at least 9 x 12."
   b) Tape edges together so that they fall in a fanfold.
   c) Use this larger and sturdier accordion book to display children's work. Use a paperclip to attach children's stories, poems, questions, or facts about the topic



Puppet Show

Pete's World

by Gayle A. Travis

Characters:	Pete	Pete's Mom	Friend

ACT I:

Pete: *(Pete enters stage looking around and sighing of boredom)* There is nothing to do these days! I was in such a hurry for vacation to start so that I could have some great adventures, but now all my friends have gone to visit their relatives. I could go to a movie, but Mom won't let me go by myself, and besides I've seen them all. What shall I do? There's nothing on TV and our VCR is broken. Ho Hum.

Pete's Mom: *(Enters carrying a broom)* Pete what are you doing now!!

Pete Nothing.

Pete's Mom: Nothing! Why don't you clean your room?

Pete: I already cleaned my room -- twice! And you know how I love that!

Pete's Mom: What about all your friends!

Pete: They've all gone somewhere else for their vacation. I wish they were here so we could have an adventure!

Pete's Mom: An adventure! What kind of adventure would you go on if you could?

Pete: I would fight with pirates, I would run away to a desert island, I would chase the bad guys, I would leap tall buildings . . . *(Pete's Mother exits suddenly)* Hey, where are you going!!

Pete's Mom: *(From off stage)* To get you some adventures!!

Pete: *(To audience)* Where could she have gone?

Pete's Mom: *(Returns carrying a stack of books)* Here you go -- adventures galore! Have fun!

Pete: But, MOM! Those are BOOKS! I would have to read! That's what we do at SCHOOL!

Pete's Mom: You want to fight pirates and go to a desert island, here is *Treasure Island*. You want to fight the bad guys, try these *Hardy Boys Mysteries*. Or, why not go up over the tall buildings with *Hot Air Henry!* I got all these adventures at the library.

Pete: A hot air balloon? *(Doubtfully)* Well, I guess I could try one. *(Both exit)*

ACT TWO

Pete's Mom: *(Enters looking around frantically)* Now where is that boy now!!! I haven't seen him for hours. *(Shouts)* Pete Fernando the Third, where are you!!

Pete: *(From off stage)* Not now mother. I just finished fighting a dragon and I've lost my memory!

Pete's Mom: *(Frustrated)* Great, now he is so busy he doesn't have time to help with chores! *(Exits)*

ACT THREE

Pete: *(Enters)* Boy am I tired, I was up all night talking to ghosts in *A Time for Andrew. (Yawn)*

Friend: *(Enters from stage right)* Hi Pete, did you have a good vacation!?

Pete: Yep, I sure did. I had a great time!

Friend: Really, what all did you do?

Pete: Let's see; I ran off to a desert island and fought pirates. I slew a dragon that turned out to be a friend. I found buried treasure, and tonight I am going to play with my new dog, Mishmash. I've got to go, I hope you had a good vacation too! *(Exits)*

Friend: How did he do all of that? What dog? (*Turns to the audience in amazement)* All I did was visit my Great Aunt Sally and she didn't even have a TV so I couldn't do anything at all.

Small Group Activities

1. ***I Went to the Library***: Sit in a circle and one person begins, "I went to the library and read *Tom Sawyer.* (Any title can be chosen). The next person adds, "I went to the library and read *Tom Sawyer* and *Curious George."* (Another title is chosen) The next person adds, "I went to the library and read *Tom Sawyer* and *Curious George* and *Black Beauty."* The game continues until everyone has had a turn. With older children they can be "out" if they can't remember all the titles. Let the "out" players form their own group in which no one is ever "out". Younger children can play if each time the circle reverses and lets the player tell the name of the title they added (no one is ever "out").

2. ***Story Acting:*** Have small groups pantomime parts of a favorite popular book (or one you read for the program) and have the rest of the children guess what book they are portraying. Divide large groups into small groups (10 people max.) and have volunteers supervise each group.

3. ***A Long Story:*** This activity can also be used for a large group, though you may want to divide the group in half. You will need a roll of adding machine paper and a pencil for each player.

   Directions:
   a) Have children line up in a single line, side by side, and have them sit on the floor. Roll out a ribbon of white business machine paper across the floor in front of the children.
   b) Each child is limited to adding three words to the story line in each turn. One by one, children add their words, connecting them to the words of the previous player. Children can read the last few words before adding their section, but they should not worry about making perfect sense.
   c) After a child adds three words, he or she can go to the end of the line for another turn. It's up to you how long the story gets to be and how many turns the group should have.
   d) The last player can add the last few words to finish the sentence. Four to five readers should take turns and read the story aloud to the group.

Large Group Activities

1. ***Book Exchange:*** Have a children's book exchange. Have the children bring paperback books they have read and trade with others for a new book. Any extras can be donated to the library. Encourage children to tell each other about the books they are trading.

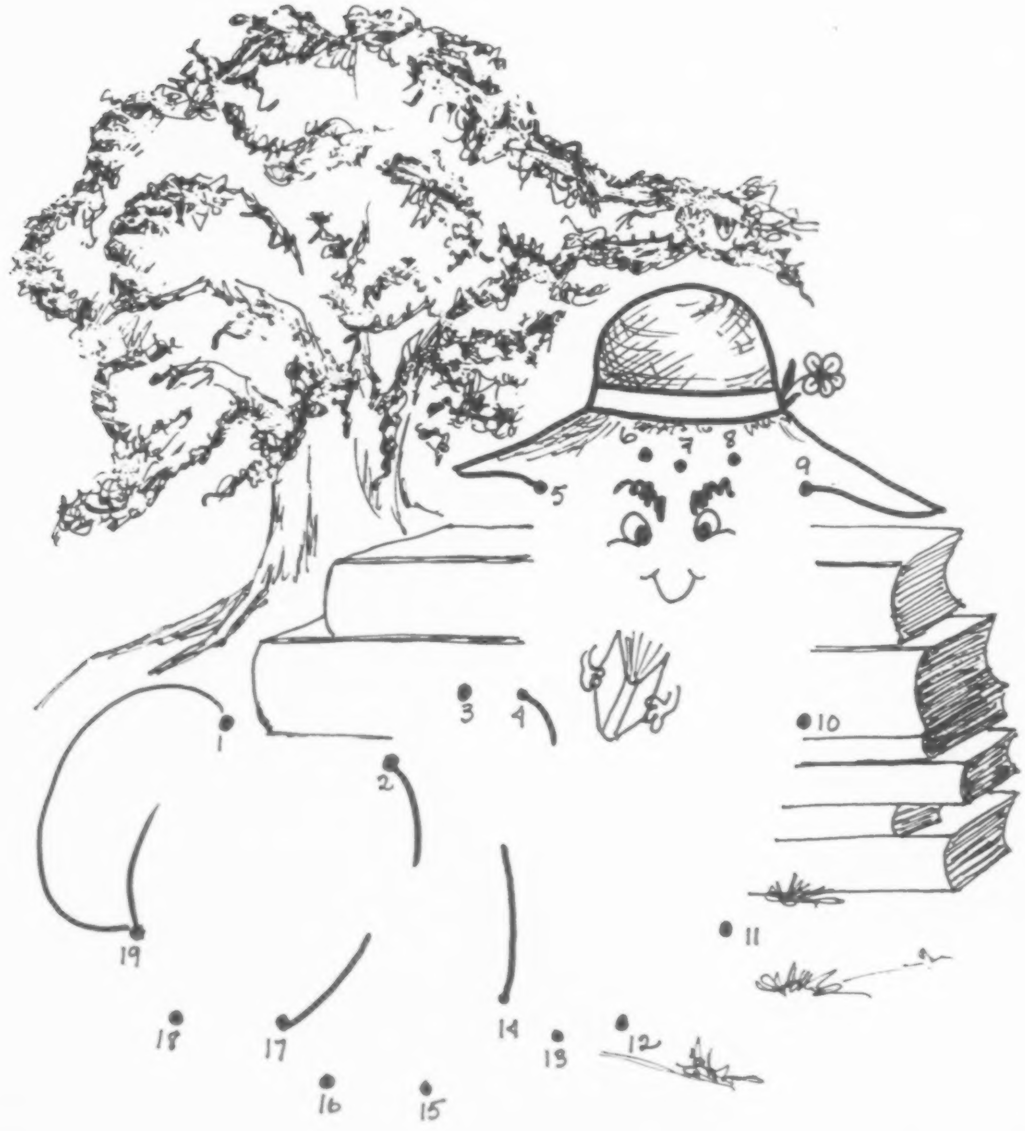
2. ***People Book:*** Have the children line up in rows and stand as close as possible together. The outside rows are the cover and the inner rows are the pages. Go over what information is found inside the cover, on the first few pages, the chapters, etc. Older children will enjoy making up a story by rows. Let the first row think of a title, the second row think of a funny author's name, the middle pages tell the beginning, middle, and end of the story (by rows) keeping the same characters to create a cohesive story. Younger children will enjoy laying on the floor with the "covers" spread eagle, the "pages" with their legs and arms straight. "Turn" the pages by having these children roll to one side.

    1. C PPPPPPPPPPPP C
    2. C PPPPPPPPPPPP C
    3. C PPPPPPPPPPPP C
    4. C PPPPPPPPPPPP C
    5. C PPPPPPPPPPPP C
    6. C PPPPPPPPPPPP C

Handout

Connect the Dot Bookworm

Handout: Connect the Dot Bookworm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Behind the Cover!

Family Fun

* * *

Family Books to Share

Toddler and Preschool Books

Brown, Anthony. *I Like Books.*
Felix, Monique. *The Story of a Little Mouse Trapped in a Book.*
Gibbons, Gail. *Paper, Paper, Everywhere.*
Nolan , Dennis. *Dinosaur Dream.*
Oxenbury, Helen. *Tom and Pippo Read a Story.*
Wiesner, David. *Free Fall.*

School Age Books

Bauer, Marion Dane. *What's Your Story? A Young Person's Guide to Writing Fiction.*
Cleary, Beverly. *Dear Mr. Henshaw.*
Clifford, Eth. *Help! I'm Prisoner in the Library.*
Lewis, C. S. *The Lion, the Witch and the Wardrobe (Chronicles of Narnia)*

Family Books

Fleming, Denise. *Painting with Paper.*
Lederer, Richard. *Anguished English.*
McCaffrey, Anne. *Dragonsong.*
Tolkien, J. R. R. *The Hobbit.*
Trelease, Jim. *New Read-Aloud Handbook.*

Family Activities

1. ***Dramatic Reading*** -- Read a book together and then have each family member acts out one of the characters and tell the story in their own words.
2. ***Favorite Author?*** -- Write a letter to your favorite author. A librarian can help you find the author's mailing address (or write, care of the publisher). They love hearing from their readers!! Be sure to include a stamped, self-addressed envelope, if you would like an answer.
3. ***Make it Your Own*** -- Read a portion of a book no one in the family has read. Stop periodically in the story and make up possible endings, take the story in a different direction, change some aspect of the story (gender of main character, use an accent that does not fit the story, change ordinary houses into spaceships, etc.) Above all, have Fun!
4. ***Booknic*** -- Get the family together, pack a lunch, and go to a park or favorite spot taking plenty to read.

Family Films

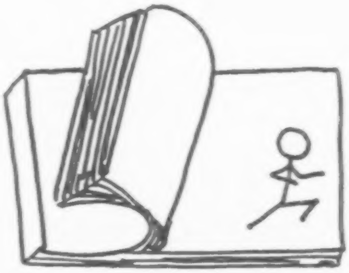
Chronicles of Narnia (series)
The Hobbit
The Neverending Story I and II
Winnie the Pooh and the Blustery Day
The Wizard of Oz

Family Crafts

Flip Books

Materials: Paper
Stapler or Yarn
Crayons or Pens

1. Draw a simple figure on the first sheet of paper.
2. Change the figure SLIGHTLY on the next page and every page thereafter.
3. Staple or bind with yarn a number of sheets together. A small book (4X6) is easiest to handle.
4. You can make the figure run, jump, sit, or do anything you want. Just turn the pages quickly with your thumb when you are done.



ONCE UPON ANOTHER PLANET: Read One

It Can't Be Real

Preschool Library Programs

Toddler Books to Share

Drescher, Henrik. *Simon's Book.*
Grover, Max. *Accidental Zucchini.*
Linden, Michelle Gill. *Under the Blanket.*

Preschool Books to Share

Mahy, Margaret. *The Boy Who Was Followed Home.*
Scheer, Julian. *Rain Makes Applesauce.*
Viorst, Judith. *My Mama Says There Aren't Any Zombies.*
Yorinks, Arthur. *Hey, Al.*

Finger Plays and Action Rhymes

Little Huey Dragon

(use applicable actions to each line)

Little Huey Dragon counts to three,
Little Huey Dragon bends one knee.
Little Huey Dragon stretches his wings,
Little Huey Dragon whistles and sings.
Little Huey Dragon touches his toes,
Little Huey Dragon touches his nose.
Little Huey Dragon makes a funny face,
Little Huey Dragon runs in place.
Little Huey Dragon lays on the floor,
Little Huey Dragon starts to snore.

(*Finger Frolics*, p. 98)

The Monster Stomp

(Use actions to suit the words)

If you want to be a monster, now's your chance
'Cause everybody's doing the monster dance.
You just stamp your feet,
Wave your arms around,
Stretch 'em up, stretch 'em up,
Then put them on the ground,
'Cause you're doing the monster stomp,
That's right, you're doing the monster stomp.
Ooh-Ah-Ooh-Ah-Ooh-Ah-Ooh-Ah!
Ooh-Ah-Ooh-Ah-Ooh-Ah-Ooh-Ah!

Flannel Board

Clothesline Fantasy

(Patterns included at end of section, actions may be used to suit words)

Out on the clothesline in the sun,
Listen to the clothes all having fun!
First the pants will start to dance
(Add new line each time around)
On the clothesline in the sun.
Out on the clothesline in the sun,
Listen to the clothes all having fun!
First the pants will start to dance,
Then the skirt will start to flirt.
On the clothesline in the sun.
Out on the clothesline in the sun,
Listen to the clothes all having fun!

Additional lines:

Then the pants will start to dance,
Then the skirt will start to flirt.
Then the tie will start to cry.
Then the gown will start to frown.
Then the cap will start to flap.
Then the sock will start to rock.
Then the blouse will start to grouse.
Then the shorts will start to snort.
On the clothesline in the sun.

School Age Programs

Books to Share

Banks, Lynne Reid. *Indian in the Cupboard.*
Baskin, Hosie and Leonard. *A Book of Dragons.*
Cleary, Beverly. *Mouse and the Motorcycle.*
Dahl, Roald. *The BFG.*
Greaves, Margaret. *The Star Horse.*
Noble, Trina Hakes. *The Day Jimmy's Boa Ate the Wash.*
Williams, Margery. *The Velveteen Rabbit.*

Booktalks

Indian in the Cupboard

I was not impressed with the plastic indian that my friend Patrick gave me for my birthday. It looked like about twenty other kids had played with him before me. I also got this really cool looking cupboard with a lock. Last night I locked that little indian up in the cupbord and the weirdest thing happened. I hear noises coming from inside the cupboard! This morning I opened up the cupboard and if that little indian hadn't come to life during the night! I know, it sounds unreal but now I have to deal with a grouchy indian who wants a teepee, a horse, and, knowing him, a wife eventually. Patrick is coming over later and is going to bring his plastic cowboy. Maybe this indian isn't such a bad toy after all!

Songs and Poems

Must Be A Monster

Where did my pencil go?
Who took it? I must know!
MUST BE A MONSTER!
MUST BE A MONSTER!

Who took my keys?
Where are the tissues? I need to sneeze!
MUST BE A MONSTER!
MUST BE A MONSTER!

Why do I only have one sock?
Where is the other hand of the clock?
MUST BE A MONSTER!
MUST BE A MONSTER!

Have you seen my book?
I can't find it, though I looked!
MUST BE A MONSTER!
MUST BE A MONSTER!

Have you seen my other shoe?
I know I should have two!
MUST BE A MONSTER!
MUST BE A MONSTER!
When something is missing,
And you don't have a clue,
Maybe a monster has visited you!

Do Not Disturb the Woolly Wurbbe

By Jack Prelutsky

Do not disturb the woolly Wurbbe
that scarcely seems to stir,
but sits upon the corner curb
and combs its curly fur.

There's nowhere that it cares to go,
it calmly stays in place
and grooms itself from head to toe,
contentment on its face.

To park upon that paving stone
is all it wants to do,
and if you leave the Wurbbe alone,
it will not bother you.

(*Something Big Has Been Here*, p. 40)

Library Activities

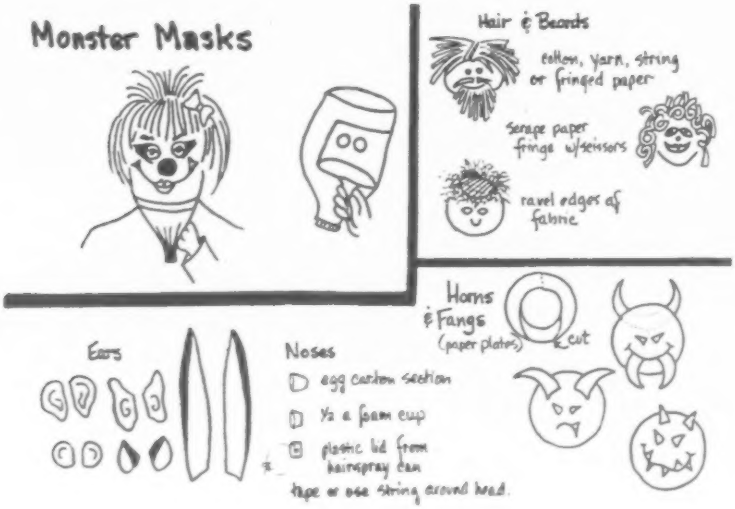
Audiovisuals

The Cat in the Hat. Video. 24 min. *(SA)*
Christmas Fantasy. Video. 52 min. *(PS)*
Disney's Countdown. Film. 12 min. *(PS)*
Stories to Stir the Imagination. Audio Cassette. 1 hr. *(PS)*
Stuart Little. Film. 55 min. *(PS)*
Sylvester and the Magic Pebble. Film. 11 min. *(SA)*
Where the Wild Things Are. Film. Video. 8 min. *(PS)*

Crafts

1. ***Magic Mud:*** Mix a box of cornstarch with water until it is the consistency of bread dough. The dough will form a ball when rolled, and dissolves into liquid if left undisturbed.

2. ***Monster Masks**:* Cut the back of a plastic bleach or milk bottle down to the handle, leaving the handle and pour spout intact. Paper plates can also be used by stapling a tongue depressor or paper towel roll to the bottom for a handle. Cut holes for the eyes and let the children decorate with yarn, foil, fabric, egg carton sections, paper cups, etc. to make a truly frightening, fun monster mask.


Monster Masks
Hair & Beards
cotton, yarn, string or fringed paper
scrape paper fringe w/scissors
ravel edges of fabric
Horns & Fangs
(paper plates)
cut
Ears
Noses
egg carton section
½ a foam cup
plastic lid from hairspray can
tape or use string around head.

Puppet Show

Land of Gwiggle

by Gayle Travis

Characters: Biggle Dubble Trangle Cat K'Buddle

Setting: Background of Pastel Geometric Shapes pieced together in a Quilt pattern.

Announcer: Welcome to the world of Gwiggle! All of you have been there I know. Everybody wiggle and giggle and get them all out so you can meet the real people of Gwiggle. You see, in this magic land lives Biggle *(Biggle pops up and wiggles)* and his wife Trangle *(Trangle pops up and wiggles. Both wiggle, then exit)*. They have two friends, Dubble *(Dubble pops up and wiggles)* and Cat K'Buddle. *(Cat K'Buddle pops up and wiggles.)* They don't always agree, but sooner or later they understand.

Biggle: Oh, Trangle, what's this wiggling and giggling. My head is tired and my wigglies are all wiggled out!

Trangle: Quit being such a grump, Biggle! You're here to make these children giggle and wiggle.

Biggle: But must we giggle and wiggle always, Trangle?

Trangle: Well Biggle, it's for the children. We were brought here by someone's imagination. By someone who likes to see children laugh. *(Turns to children.)* You children like to giggle, don't you? *(Odds are they will respond and giggle.)*

Biggle: But I'm tired of wiggling and giggling all day long. I want to sit quietly and rest my head and all my wigglies.

Trangle: Well, wiggling makes them giggle, so you must be very still if you want the children to stop their own wiggling and giggling. *(Dubble enters looking around.)*

Dubble: Trangle, Biggle! What's going on?

Trangle: Biggle doesn't want to wiggle or giggle, and furthermore, he wants quiet, so that he can rest his head and his wigglies!

Dooble: *(Turns to audience.)* Why are you all still giggling! *(Cat K' Buddle enters.)*

Cat K'Buddle: What's going on here! What's wrong with Biggle? *(Wiggles a lot!)*

Trangle: Cat K'Buddle! Biggle is tired and doesn't want anyone to giggle.

Biggle: If only I could have a few moments of no wiggling and no giggling, I just know I'd be back to normal!

Cat K'Buddle: Makes sense to me, Biggle.

Dooble: UH, I hate to burst your bubble, Cat K'Buddle, but aren't we made to wiggle and giggle?

Trangle: Yes, we are supposed to wiggle and they are supposed to giggle.

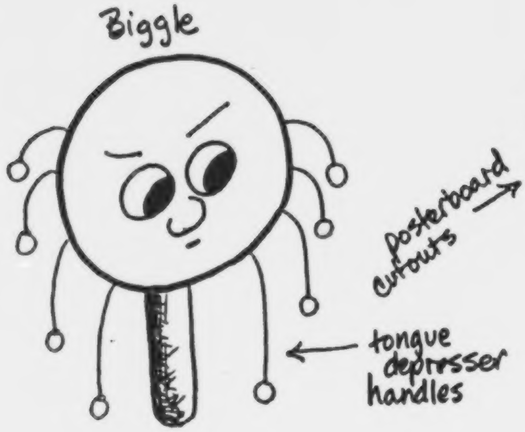
Cat K'Buddle: Biggle must rest for a moment or all of his wigglies will wobble out! I've seen this problem before, you know, and he **must** have a rest! These children need to stop giggling. STOP! *(Puppets stop wiggling and face audience until giggles are at a minimum.)*

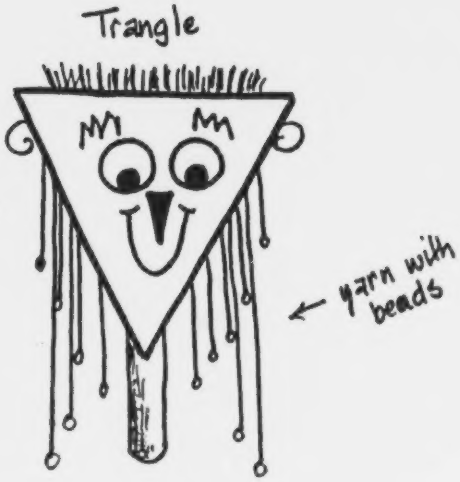
Biggle: *(Very still)* AAAAHHHHHH! MUCH better! *(Slowly begins to wiggle until wiggling very fast.)* Yippee!

Trangle: Well, I'm certainly glad THAT's over. Now we can wiggle and giggle and all be a part of the world of Gwiggle. It's just like another planet or a setting of a book you read. Remember, just imagine something crazy, that can't be real and make up your own story and make your own world--in your imagination. But don't forget to giggle!

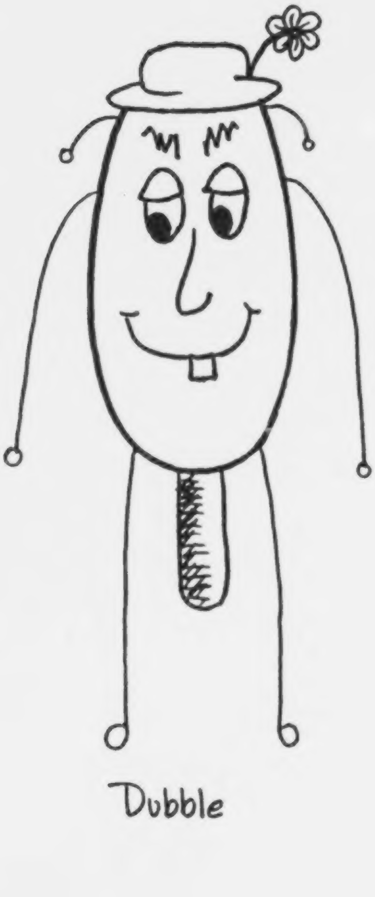
(Discussion of crazy "Worlds" could follow; or, to calm the children down have them lay on their backs, close their eyes, and imagine their own "worlds.")

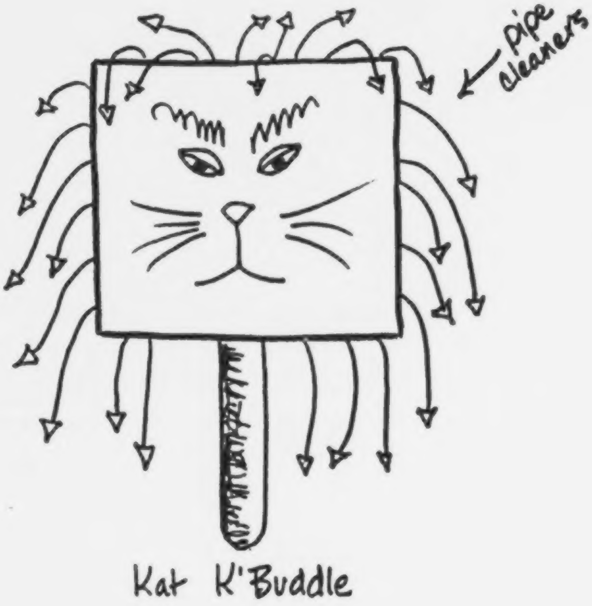
Puppet Patterns: Gwiggle Puppets


Biggle
posterboard cutouts
tongue depresser handles


Trangle
yarn with beads

Dancing Puppets




pipe cleaners
Kat K'Buddle

Gwiggles

Small Group Activities

1. ***Shadow Tag:*** Can be played inside if you set up lamps on one side of the room and turn off the lights. The person who is "IT" attempts to step on the other's shadows. If their shadow is stepped on they are out. Have those who are out start another group in which no one is ever out.

2. ***Spinning Yarns**:* Using the pattern at the end of this chapter, cut out the spinning wheel and paste it to a paper plate. The spinner should be attached to the middle of the Spinning Wheel with a paper fastener. Explain that a yarn is another word for a tale or story. The yarn is developed by spinning the spinner until it lands in Section A (determines the major character). Spin again until the spinner lands in Section B (determines the other characters). Spin again until you land in Sections C and D. Make up a story (or have the children make up the story) using the characters, setting, etc. Children could write their own story using the chosen items from each section.

3. ***Story Collage:*** Sit in a circle and explain the rules first. Every portion of the story must be made out of stories or storylines from books they have read. One person begins the story and tells only a few phrases before the next person continues it only using the story line from a different story with the smoothest transition possible. Best used with school age children who remember storylines easily.

   Example: Once upon a time lived a shoemaker and his wife. They were very poor and everyday fewer and fewer people came to have shoes made -- but the shoemaker's wife's cousin's name was Cinderella and the night before the ball she came to have the shoemaker make shoes for her stepsisters -- who's names were Dopey, Sleepy, Barney, and Grumpy.

Large Group Activities

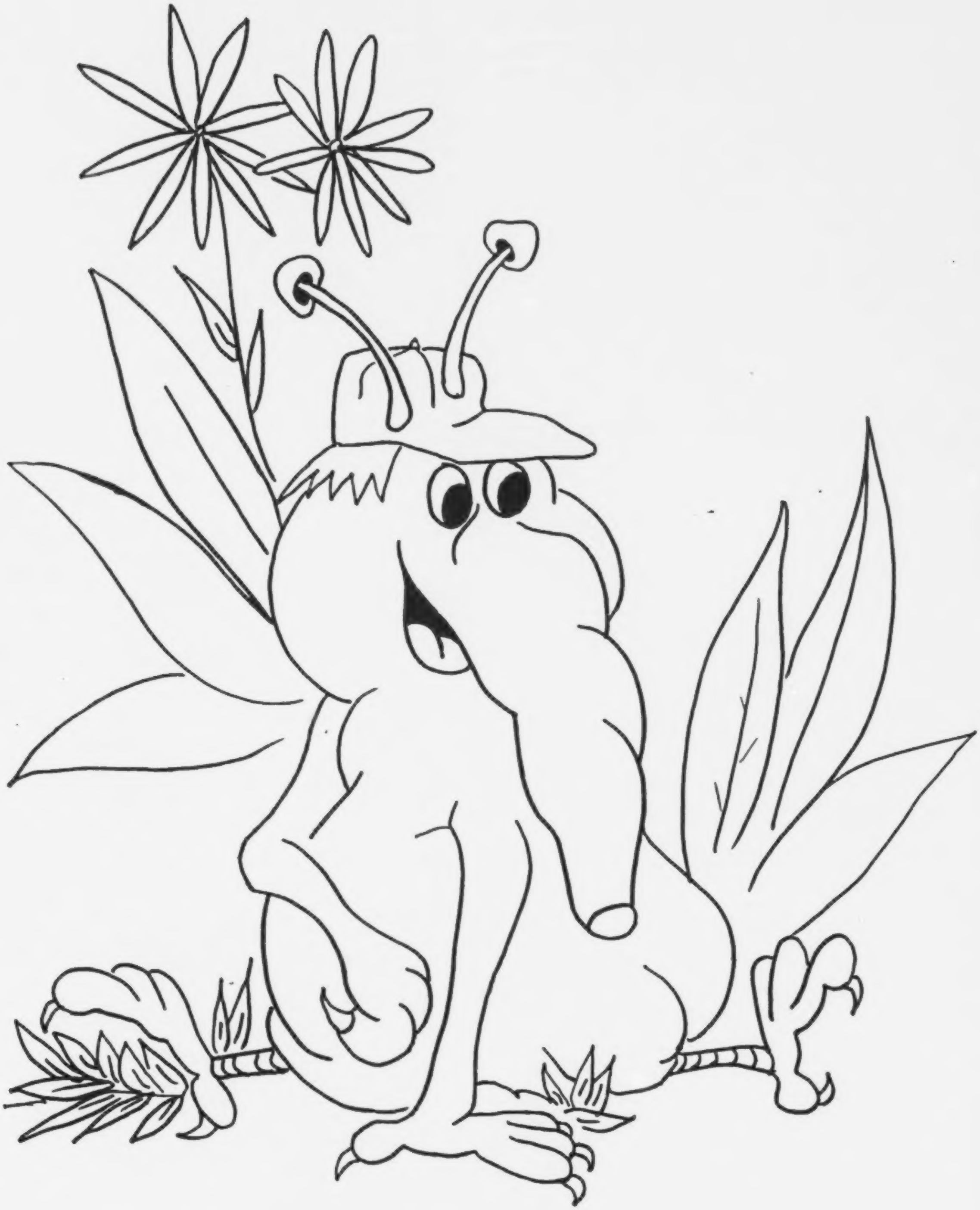
1. ***Dragon Tag:*** This game needs at least ten players and A LOT of room (play outside if you can). Four players join arms to make the DRAGON. The dragon tries to catch everyone else. To "catch" someone, the dragon must make a circle around the player. As soon as a player is caught, he/she must link onto the back of the dragon. The game is over when everyone has been circled and is a part of the dragon.

2. ***Monster School:*** Tell the children they are going to monster school to learn how to be the best monsters. Ask what subjects they would take in order to become really scary (growling, slithering, rattling chains, etc.) Have the children act out some of these lessons.

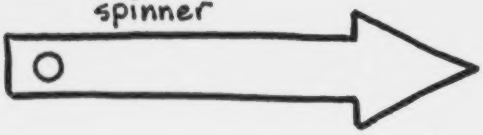
Handout

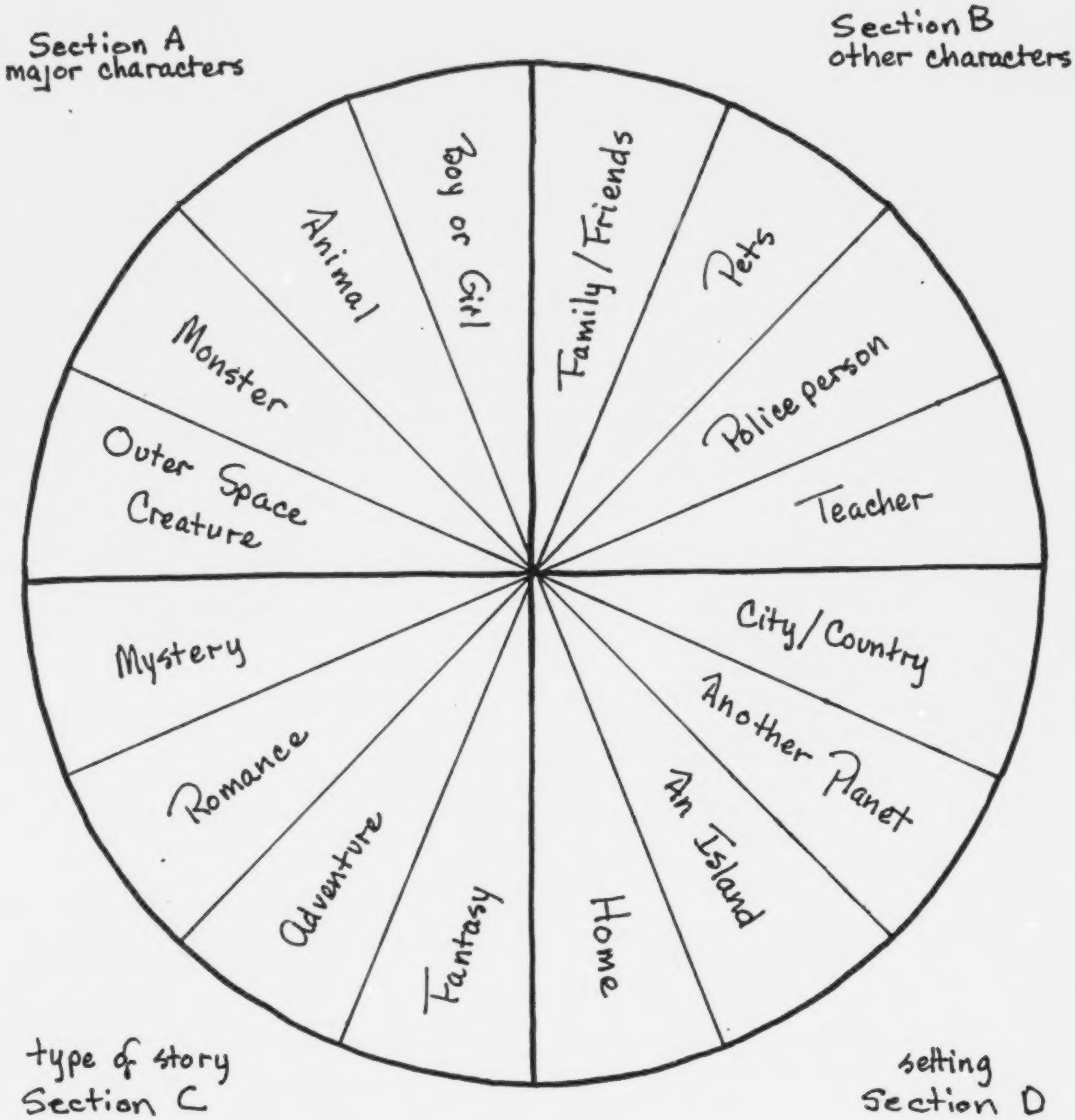
Color Sheet: Funny Little Fellow

Handout: Funny Little Fellow



Small Group Activity: Spinning Yarns




Section A
major characters
Section B
other characters
Boy or Girl
Animal
Monster
Outer Space Creature
Family / Friends
Pets
Police person
Teacher
Mystery
Romance
Adventure
Fantasy
City / Country
Another Planet
An Island
Home
type of story
Section C
setting
Section D

It Can't Be Real!

Family Fun

* *

Family Books to Share

Toddler Books

Drescher, Henrik. *Simon's Book.*
Grover, Max. *Accidental Zucchini.*
Linden, Michelle Gill. *Under the Blanket.*

Preschool Books

Mahy, Margaret. *The Boy Who Was Followed Home.*
Scheer, Julian. *Rain Makes Applesause.*
Voirst, Judith. *My Mama Says There Aren't Any Zombies...*
Yorinks, Arthur. *Hey, Al.*

School Age Books

Baskin, Hosie and Leonard. *Book of Dragons.*
Dahl, Roald. *The BFG.*
Greaves, Margaret. *The Star Horse.*
Williams, Margery. *The Velveteen Rabbit.*

Family Books

Adams, Douglas. *The Hitchhiker's Guide to the Galaxy.*
Borges, Jorge Luis. *Book of Imaginary Beings.*
Froud, Brian and Alan Lee. *Faeries.*
Huygen, Wil. *Gnomes.*
Manning-Sanders, Ruth ed. *Book of Magical Beasts.*

Family Activities

1. ***Television Watch:*** As you watch any television program, make a list of those things which would be impossible for the actor or actress to do in real life (jump over buildings, make up with a girlfriend, start a business without money, etc.) Everyone will have a different idea of what is possible and what is not.

2. ***Art Montage:*** Visit an art gallary or museum (or check out a book on modern art) examine paintings which are "unrealistic." Why would the artist paint the subject in such a way.

3. ***Tabloid Trash:*** Find a friend of the family who will let you borrow old copies of some extremist tabloid magazines. Enjoy the off the wall headlines and examine each story as to whether it could be real from your perspective of reality.

Family Films

Alice in Wonderland
Harry & the Hendersons
Mary Poppins
Who Framed Roger Rabbit

Family Crafts

Shadow Shapes

1. Tape a large piece of white paper to the wall.

2. Make the room as dark as possible and direct a strong light on the paper.

3. Children stand between the light and the paper while someone traces the shadow. Children can crouch, bend, or stretch to make crazy figures. Lights can be moved to elongate, shrink, or enlarge shapes.

4. Encourage the children to make overlapping shapes, etc. Figures can be filled in with patterns or colors using crayons or paint

ONCE UPON ANOTHER PLANET: Create One

If I Could Make a World

Preschool Library Programs

Toddler Books to Share

Emberley, Ed. *The Wizard of Op.*
Gardner, Beau. *Guess What?*
The Turn About, Think About, Look About Book.
Hoban, Tana. *Look Again!*
Strauss, Joyce. *Imagine That! Exploring Make-Believe.*

Preschool Books to Share

Aitken, Amy. *Kate and Mona in the Jungle.*
Baillie, Allan. *Drac and the Gremlin.*
Broger, Achim and Manfred Schluter. *The Red Armchair.*
Filion, Pierre. *Pikolo's Night Voyage.*
Gwynne, Fred. *A Chocolate Moose for Dinner.*
Lester, Alison. *Imagine.*

Finger Plays and Action Rhymes

What Do You Want To Be
(Use applicable actions)

What do you want to be?
A tiny seed, *curled up small*,
A fluffy flower head, *blowing* in the wind.
Or a tall giraffe, *nibbling* leaves
From the tops of *swaying* trees?

What do you want to be?
A big brown bear *lumbering* along,
Or a koala bear baby *jumping* into its cozy pouch,
A *buzzing* bee?
A sly spider *spinning* its web,
A windshield wiper *going*
Back and forth, Back and Forth,
Or a beautiful bird, *dancing* in the sun?

Pretending

I like to pretend that I am a rose
(Cup hands)
That grows and grows and grows and grows.
(Open hands gradually)
My hands are a rosebud closed up tight
(Close hands)
With not a tiny speck of light.
Then slowly the petals open for me,
(Let hands come apart gradually)
And here is a full-blown rose, you see!!

(Fingerplays That Motivate, p. 20)

Flannel Boards

Yarn Figures: Using the book, *It Looked Like Spilt Milk* by George Shaw, place yarn on your flannel board, have the children tell what they see in the designs made by your arrangement. Allow each child to express an opinion. You may even allow some of them to arrange their own designs.

School Age Programs

Books to Share

Barret, Judith. *Cloudy With a Chance of Meatballs.*
Burningham, John. *Where's Julius?*
Ryder, Joanne. *White Bear, Ice Bear.*
Van Allsburg, Chris. *Jumanji.*

Booktalks

Read the first verse of the poem below. Ask for meanings of the words, "slithy toves," "gyre," "gimble," "wabe," etc. Children may want to act out their interpretation of these words.

Poem

Jabberwocky

by Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!

He took his vorpal sword in hand;
Long time the manxome foe he sought--
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought, he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And has thou slain the Jabberwock?
Come to my arms my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

"Twas brilig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Library Activities

Audiovisuals

Adventure Enough. Film. 12 min. *(PS)*
Bricks and Boxes. Film. 13 min. *(PS)*
Magic World of Whiselphasoon. Film. 12 min. *(SA)*
Sound Collector. Film. 12 min. *(SA)*

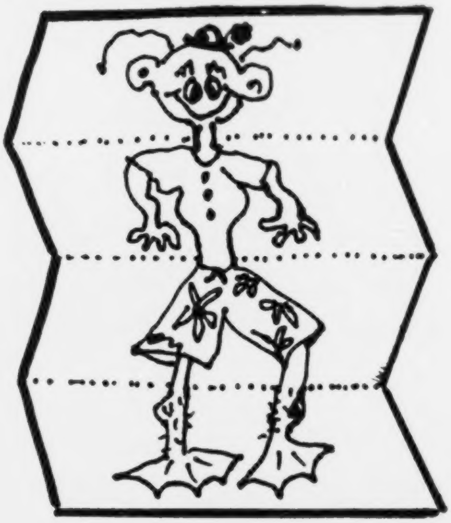
Crafts

1. ***Jabberwocky Jibberish:*** Read Lewis Carroll's poem, *Jabberwocky*, found in the SONGS AND POEMS section of this chapter. Have the children draw a picture of what they think is happening in the poem. Make a Jabberwocky display of the children's interpretations. Adults who are familiar with the poem will be charmed by their work.

2. ***Imagination Sculptures:*** Show the children pictures of modern art then let them use their imagination to make anything they wish. Just glue together pieces of wood, craft sticks, clothespins, spools, and toothpicks to make wood sculptures. After the glue has dried, paint your creation.

   Materials:
   Small scraps wood cut into shapes
   Craft sticks
   Wooden spools
   Wooden clothespins
   Toothpicks (for older children)
   Glue
   Paint
   Macaroni
   Old shoes
   ANYTHING YOU WANT RID OF

3. ***Could It Exist?:*** Give each child a blank piece of paper. Fan-fold the paper four times. In the first section (fold) the child draws a head and neck. Fold that section over so the head can't be seen, but mark where the neck should begin. In the next folded section, another child draws the center body. Again fold the paper back so the drawings can't be seen but mark where the waist should start. The next child will draw the waist and legs, fold back, and mark where ankles will begin. The last child will draw feet in the last section. When the drawing is finished, unfold the paper to see the results. Could it exist?



Puppet Show

Gumdrops Puppet Parade: Using the Gwiggle puppets made in the IT CAN'T BE REAL chapter, have the children sing the following song to the tune of "Little Bunny Foo-Foo".

All of the Gumdrops

If all of the raindrops were lolly pops and gumdrops, Oh, what a rain it would be!
chorus: I'd stand outside with my mouth open wide! ah, ah, ah, ah, ah, ah, ah, ah, ah, ah. *(repeat verse)*
If all of the snowflakes were Hershey bars and milkshakes, Oh, what a snow it would be! *(chorus)*
If all of the hailstones, were gummi bears and snowcones, Oh, what a hail it would be! *(chorus)*
If all of the sunbeams were popsicles and ice cream, Oh, what a day this would be! *(chorus)*

Small Group Activities

1. ***Imaginary Ball Toss***: Stand in a circle and begin by explaining the game. Pretend you are holding an imaginary tennis ball. It has weight and size and when it is "in" a hand you can't close that hand. Toss the ball in the air a few times to demonstrate. Call out one person's name (need BIG nametags or you can just ask) and "throw" the ball to that person. Try to let every one catch it once the first time around. A variation for older kids would be to have each person have the option of changing the "ball" into another item (watermelon, hot coal, potato, balloon, etc.).

2. ***What Shall We Do About . . . :*** Let the children discuss the following:
   - What if everyone everywhere threw their trash on the ground? How stinky would that be? Could there ever be enough garbage that there would be no room for people?
   - What if smog became so bad that you couldn't see? Could plants grow? What would we eat? Would it stink? Could we breathe?
   - What if water (rivers and oceans) became so polluted that animals died and there was no drinking water? Could we take a bath? Could plants grow?
   - What if all of the oil were used and there was no more for gasoline or plastic? Could we drive our cars? Think of all the things that are made of plastic or petroleum products.
   - What if every set of parents had more than three kids? You may want to draw a diagram showing the concept of overpopulation. Remember that the more people there are, the more people need resources and need to be fed.

Large Group Activities

1. ***Connection:*** Place a number of unrelated items in a bag. (You may want to prepare several different bags.) Have the children sit in a circle and pass the bag along. The first child should start a story about the item pulled out of the bag. After several sentences, the bag is passed and the next child chooses an item and continues the story. Examples: (shoe, orange, pencil, rock, bottle cap, hair barrette, horseshoe, etc.)

2. ***If All the World Were Apple Pie:*** Read the nursery rhyme below. Think of other things that might cause similar problems.

If All the World Were Apple Pie

If all the world were apple pie
And all the sea were ink
And all the trees were bread and cheese
What would we have to drink?

Example:

If all the plants were elephants
And all the air was pop
And all the malls were giant shawls
Were would we all go to shop?

Handout

Backward Dot Connect: Prepare a handout with unnumbered dots placed randomly on the paper. Ask the children what shapes they see in the dots? They may be connected and numbered so that another person can see the path taken to achieve the design. The children needn't use all the dots, and may even need to add a few. (Above all they must use their imaginations!)

Once Upon Another Planet

If I Could Make A World!

Family Fun

Family Books to Share

Toddler and Preschool Books

Aitken, Amy. *Kate and Mona in the Jungle.*
Baille, Allan. *Drac and the Gremlin.*
Broger, Achim and Manfred Schluter. *The Red Armchair.*
Emberly, Ed. *The Wizard of Op.*
Filion, Pierre. *Pikolo's Night Voyage.*
Lester, Alison. *Imagine.*

School Age Books

Barrett, Judi. *Cloudy with a Chance of Meatballs.*
Burningham, John. *Where's Julius.*
Ryder, Joanne. *White Bear, Ice Bear.*
Van Allsburg, Chris. *Jumanji.*

Family Books

Alexander, Lloyd. *The Jedera Adventure*
Gurney, James. *Dinotopia.*
Lowry, Lois. *The Giver.*
O'Brien, Robert. *Mrs. Frisby and the Rats of NIMH.*

Family Activities

1. ***Puzzle Fun:*** Use meat packaging Styrofoam to cut shapes with cookie cutters. Keep the Styrofoam intact. Toddlers will enjoy matching patterns with frames. (Styrofoam is NOT biodegradable.)

2. ***Brown Bag Theater:*** Fill paper bags with random props (a playing card, a whistle, a feather duster, a mismatched pair of socks, the sports section of the newspaper, etc.). Have your child or children develop a skit around the assorted items.

3. ***Alligator Pit:*** Pretend that the floor is a sea of horrible monster, snakes, or alligators. The object is to travel around the room without touching the floor (i.e. alligator pit). You can build bridges where necessary, and help others get across treacherous gaps.

4. ***Building Your Own House:*** Use blankets, boxes, tables, chairs, etc. To make your own indoor house. A large cardboard box - the kind appliances come in - can provide hours of fun. Cut out windows and doors and decorate with markers or paint.

Family Films

Bedknobs & Broomsticks
Dark Crystal
Fantasia
In Search of the Wow Wow Wibble Woggle Woodle Do
The Red Balloon

Family Crafts

Silly Finger-paint

Any of the following can be used safely as finger-paint:

Cold Cream
Hand Lotion
Pudding (edible)
Shaving Cream
Vaseline
Toothpaste

Add food coloring or powdered paint for color. Finger-painting can be done on a cookie sheet or piece of plastic to reduce the mess. For big pictures use the top of a table (covered with wax paper or plastic tablecloth). Shaving Cream finger-painting can be done right in the bathtub.

ONCE UPON ANOTHER PLANET: Create One

Dreamland Express

Preschool Library Programs

Toddler Books to Share

Arnold, Tedd. *Green Wilma.*
Asch, Frank. *Milk and Cookies.*
Banks, Kate. *Alphabet Soup.*
Cazet, Denys. *Mother Night.*
Nightgale, Sandy. *A Giraffe on the Moon.*
Wood, Audrey. *The Napping House.*

Finger Plays and Action Rhymes

Dreaming

by Susan Travis

Five little children dreamed in the hay
(hold up 5 fingers)
As fast asleep they all did lay
(close hands to cheek as if sleeping)

The first one dreamed of sliding home
(throw weight to one side)
Across the base inside the Dome
(arc hands over head)

The second one dreamed of pirate kings
(place a hand over one eye and the other fist on waist)
And treasure bound with golden strings
(mime trying on jewels)

The third one dreamed of stallions wild
(shade eyes as if looking into distance)
And bucking broncs not meek or mild
(hold one arm in air as if rodeo riding)

The fourth one dreamed of hide and seek
(bury head in elbow as if counting)
In a magic cave by the fishing creek
(make as if showing cave and creek)

The fifth one dreamed of ice cream trees
(reach out as if plucking cone from tree)
And candied grass that reached his knees
(indicate ground with wide sweeping motion)

You, too can dream, if you will play
(point to children)
The dreaming game with me today
(hold up ten open fingers and wiggle)

Let your eyelids softly close
(open eyes wide and close slowly)
Let your neckbone touch your nose
(sink chin to chest)

Let the dreams of childhood come
(hold up ten open fingers and wiggle)
As the Sandman's work is done.
(sink to the ground as if fast asleep)

Preschool Books to Share

Berger, Barbara. *Grandfather Twilight.*
Duncan, Lois. *Songs of Dreamland.*
Griffith, Helen V. *Plunk's Dreams.*
Polacco, Patricia. *Appelmando's Dreams.*

Flannel Board

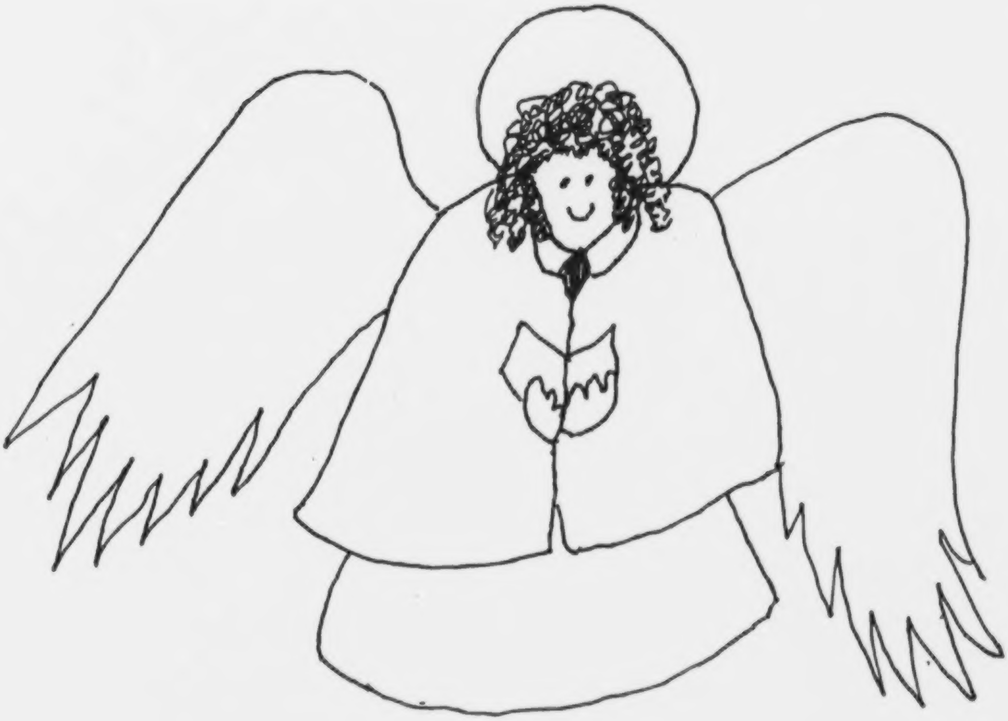
Angels

Five little angels all dressed in white
Tried to get to heaven on the end of a kite
But the kite string broke and down they all fell ...

Don't get excited, don't lose your head,
Instead of going to heaven,
They all went to bed.

(Go through each number 4, 3, 2, 1 until no angels are left)

Make 5 copies of the angel and color and decorate all differently.



School Age Programs

Books to Share

Cherry, Lynne. *Great Kapok Tree: A Tale of the Amazon Rain Forest.*
Paulsen, Gary. *The Night the White Deer Died.*
Van Allsburg, Chris. *Ben's Dreams.*
Just a Dream.

Songs and Poems

Pretending

by Bobbi Katz

When you are in bed and it's cold outside,
Do you ever pretend that you have to hide?
Do you curl up your toes?
Do you wrinkle your nose?
Do you make yourself little so none of you shows?

Do you pull the sheet over the whole of your face
And pretend you are in some faraway place?
Mother thinks you're sleeping,
But she does not know
That all tucked in bed, you have places to go!

The Strangest Dream

by Ed McCurdy

Chorus
Last night I had, the strangest dream,
I've ever had before.
I dreamed the world had all agreed
To put an end to war.

I dreamed I saw a mighty room,
An the room was filled with men.
And the papers they were signing said,
They'd never fight again.

And when the papers were all sighed,
And a million copies made,
They held their hands and bowed their heads,
And stood in grateful prayer.

And the people in the streets below
Were dancing 'round and 'round.
And guns and swords and uniforms
Lay scattered all around.

(*American Favorite Ballads*, p. 32)

Library Activities

Audiovisuals

Dream Forest. Film. 23 min. *(SA)*
A Dream is an Adventure. Film. 12 min. *(SA)*
In the Night Kitchen. Film, video. 6 min. *(PS)*
There's a Nightmare in My Closet. Film, video. *(SA)*

Crafts

1. ***Dream Pictures: (Use with David McPhail's Train)*** Using crayons and plastic knives, show children how to color an area first with one color of crayon, then the same area with a second crayon. Using the plastic knife, the children then lightly scrape the area to blend colors. Children may want to use this technique in part or all of a picture of a daydream or a night dream.

2. ***Sweet Dream Pillow:***

Materials

dried flower petals
dried mint
crushed cloves
bandanna or closely woven fabric
large bowl
ribbon or lace for trim

Mix herbs and petals in the bowl. Fold bandanna or fabric so that the right sides are together and stitch around the edges, leaving a two inch opening on one side. Trim each corner close to seam. Turn inside out and spoon in herbs and petals. Stitch opening closed and trim with lace ribbon or other trim. (Herbs have been used for centuries as a sleeping aid due to their relaxing effect.)

Puppet Show

Dream Maker

By Tracy Robertson

Characters: SANDMAN *(carries a list);* NOAH *(carries a hammer)*; NIGHTMARE *(horse)*

SCENE ONE: *(SANDMAN enters the stage carrying the list.)*

SANDMAN: *(Grumbling.)* I am never going to get good dreams to all these kids. (yelling offstage) Noah! Is Dreamboat fixed yet?

NOAH: *(Rushes on-stage carrying a hammer.)* No, Mr. Sandman! Dreamboat was in really bad shape when we towed it in, but I am doing my best.

SANDMAN: I am sure you are, Noah. I am just worried about Sara. She has been a sick little girl and I think a dream about some flying kittens that tickle her nose would make her laugh.

NOAH: Oh sir! What a wonderful dream! I will get to work right away. *(NOAH turns and rushes offstage.)*

SANDMAN: *(Looks down at his list.)* Oh my! I had better get some wings if those kittens are going to fly. *(Lleaves the stage; hammering is heard offstage.)*

NOAH: *(Enters the stage.)* Mr. Sandman! Mr. Sandman! Hmm, I guess he is busy. *(To the audience.)* Mr. Sandman is the best dream maker around, but every time we try to deliver the dreams, Nightmare wrecks Dreamboat. *(Mr. Sandman enters.)* Oh, Mr. Sandman, I came to tell...

SANDMAN: *(Interrupting NOAH.)* Noah, I just put some wings in your shop for Sara's dream. Now, get that Nightmare horse on the phone. Tell her that I want to meet with her. We have to make sure Sara gets her dream.

NOAH: Yes sir! I just wanted to tell you that ...

SANDMAN: *(Interrupting NOAH.)* No time for lollygagging, Noah! Get that horse over here! NOW! *(NOAH leaves the stage. MR. SANDMAN leaves the stage mumbling about getting some whiskers and pink noses for the kittens.)*

SCENE TWO: *(NOAH enters the stage.)*

NOAH: Mr. Sandman, Nightmare is here. *(NOAH turns and calls offstage.)* Miss Nightmare, come on in. Mr. Sandman will be right here. *(NIGHTMARE enters the stage and MR.. SANDMAN enters from the opposite side of the stage.)*

SANDMAN: Ah, Miss Nightmare, I am so glad to see you.

NIGHTMARE: *(surprised)* Oh, thank you Mr. Sandman! I did not expect you to be so friendly after I wrecked Dreamboat.

NOAH: Well, if you will excuse me, I need to finish Dreamboat. *(NOAH leaves the stage)*

SANDMAN: Well, Miss Nightmare, I wanted to find out why you do not want me to deliver my dreams. Surely you know that the children of the world need to have happy dreams.

NIGHTMARE: You always get to do everything fun. You get to make up the fun dreams, then you get to deliver the happiness to everyone. Nobody likes me, they blame me for all the bad dreams. I hate scaring everybody.

SANDMAN: Hmm... Maybe we can work something out. There's a sick little girl named Sara who needs a happy dream, but Dreamboat is broken.

NIGHTMARE: (*interrupting SANDMAN*) Oh, Mr. Sandman, I am so sorry I wrecked D-d-d dreamboat. I did not mean to hurt anyone. Boo hoo hoo*! (Continues to cry.)*

SANDMAN: Oh Miss Nightmare, do not cry! I think you can help me out. The man in the moon was the temporary skipper of the Dreamboat, but we need someone to deliver dreams every night. Would you like to sail Dreamboat and deliver dreams every night?

NIGHTMARE: (*Sniffling.*) I would love to. That would be wonderful. Then I would never have to deliver a bad dream again and the kids would love me!

SANDMAN: Great! Your first delivery can be to little Sara, as soon as we get Dreamboat fixed. (*calls offstage*) Noah! Noah!

NOAH: Yes Mr. Sandman?

SANDMAN: How is Dreamboat coming along? Are you just about done?

NOAH: Mr. Sandman, that is what I was trying to tell you earlier, Dreamboat is finished, all we need is a captain to sail her.

SANDMAN: Wonderful! And we have a new captain, Miss, er I should say Captain Nightmare. Noah, take Captain Nightmare and show her Dreamboat. *(NOAH and NIGHTMARE leave the stage.)*

SANDMAN: *(To the audience.)* Well, we have solved the problem of delivering the dreams, now I just have to get everything loaded onto Dreamboat. *(SANDMAN leaves the stage humming happily.)*

Small Group Activities

1. ***Dream Drops:*** Have the children tell dreams that they remember. Does anyone dream in color? Do you always know the people in your dreams? What is the difference between a daydream and a night dream? Where would you like to go in a dream? Why?

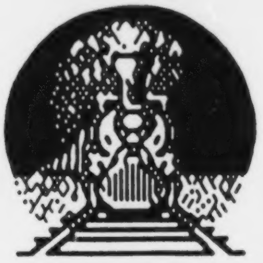
2. ***Dream a Stream:*** Children should sit in a circle with their eyes closed, imaging a stream. Ask questions such as "What does it look like? sound like? how wide? any rocks? any animals?" Sort the children according to types of adjectives, such as fast-flowing, loud and rocky, or shallow and gently trickling. Using a long sheet of butcher paper, have each group illustrate its section of stream, forming one long flowing stream.

3. ***Snoring Together:*** In a variation of the "Ha-Ha" game, have every child lay down with their head on someone else's stomach. Each child in turn makes their own unique snoring noise. This activity may result in much laughter.

Large Group Activities

1. ***Grandfather Twilight:*** *(Have a recorder with soft music and any item which can serve as the "Twilight Pearl.")* Explain the rules of the game in hushed tones while music plays quietly in the background. Children should sit in a circle with their hands behind their backs and their eyes closed. Stop music and ask, "Where is Grandfather Twilight?" Allow one child to guess. After guessing, (regardless of whether the guess is right or wrong), the person with the pearl says, "I'm Grandfather Twilight." The music resumes and Grandfather Twilight goes around the outside of the circle and drops the pearl in a new person's hand, continuing to circle until the music stops again. Stop the music and ask, "Where is Grandfather Twilight?" and begin again. *(Grandmother Sunrise can be played the same way using any item to serve as the "Golden Sunrise.")*

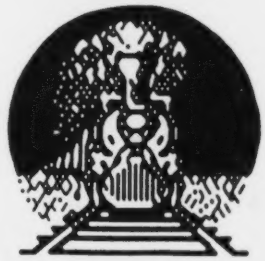
2. ***Anytime Now:*** Let the children make a list of methods they use to fall asleep. What routines do they go through before going to bed.



Once Upon Another Planet

Dreamland Express!

Family Fun



Family Books to Share

Toddler and Preschool Books

Arnold, Tedd. *Green Wilma.*
Banks, Kate. *Alphabet Soup.*
Duncan, Lois. *Songs of Dreamland.*
Nightingale, Sandy. *A Giraffe on the Moon.*
Polacco, Patricia. *Appelmando's Dreams.*
Wood, Audrey. *The Napping House.*

School Age Books

Cherry, Lynne. *Great Kapok Tree: A Tale of the Amazon Rain Forest.*
Paulsen, Gary. *The Night the White Deer Died.*
Van Allsburg, Chris. *Ben's Dream.*
Van Allsburg, Chris. *Just a Dream.*

Family Activities

1. ***Dream Share:*** Have each member of your family write down their dreams and share them on a weekly basis. Are there any recurring dreams? For younger children, have a dream sharing time in the morning at breakfast.

2. ***Day Dreams:*** Each person tell what he or she would like to do someday. Adults tell what they wanted to be when they were young. Do the daydreams have anything in common? Think about what the process would be to achieve the dream.

3. ***If I Could:*** Allow each member to discuss their dream house, car, job, vacation, town, friend, pet, book, story, world to live in, etc. (as applies to the individual). You may find some dreams are not so far away.

4. ***Dream Diary:*** Start a dream diary. Some people forget their dreams if they don't write them down as soon as they wake up. Check out a book on dream interpretation. Do you agree with the book's interpretation?

Family Films

Ben's Dream
The Daydreamer
Jack Two-Two Meets the Hooded Fang
Little Nemo: Adventures in Slumberland
The Wizard of Oz

Family Crafts

"I Have a Dream" Mobile

1. Cut out the mobile from white poster board and assemble with thread.

2. Read Martin Luther King's *I Have a Dream* speech and talk about the kind of world he dreamed could exist. What could your family do to help achieve that dream?

3. Each family member can write their own dream for such topics as family, community, country, and world. Include a sentence about what your family could do to contribute to fulfilling the dream.

4. Write the sentences on the poster board cutouts and string into a mobile.

ONCE UPON ANOTHER PLANET: Hear One

Once Upon A Time

Preschool Library Programs

Toddler Books to Share

Chorao, Kay. *The Baby's Story Book.*
DePaola, Tomie. *Tomie De Paola's Favorite Nursery Tales.*
Krahn, Fernando. *The Mystery of the Giant's Footprints.*
Oppenheim, Joanne. *The Story Book Prince.*

Preschool Books to Share

Andersen, Hans Christian. *The Emperor and the Nightingale.*
Auch, Mary Jane. *Peeping Beauty.*
Berenzy, Alix. *A Frog Prince.*
Carter, Ann. *Beauty and the Beast.*
Hyman, Trina Schart. *The Sleeping Beauty.*
Tolhurst, Marilyn. *Somebody and the Three Blairs.*
Wood, Audrey. *Heckedy Peg.*

Finger Plays and Action Rhymes

In a Castle Sat a Maid

Kids say together at the end of each line:
"Ding, dong, ding, ding, dong, all among the roses."

In a Castle sat a maid.
(Hands over head in a point)
A knight rode by to serenade.
(Riding motion)
A wall was there. The wall was high.
(Stand on toes, hands stiffly at side)
He could hear the maiden sigh.
(Heavy sigh)
The wall it made a barricade.
(Hands out in front fingers linked)
The knight would hasten to her aid.
(Riding motion)
He would break down half the wall.
(Pretend to hit wall with hammer)
And yet more wall would have to fall.
(Wipe forehead with back of hand and continue)
He broke it down upon the ground.
(Hit wall with hammer)
He searched until the maid was found.
(Hand above eyes and look around)
Married were the knight and maid.
(Hug yourself)
In the castle garden's shade.
(Hands over head in a point)

Old King Cole

Old King Cole was a merry old soul
(Walk like an old man)
And a merry old soul was he
(Laugh)
He called for his pipe
(Call out: "Pipe!")
and he called for his bowl
(Call out: "Bowl!")
and he called for his fiddlers three.
(Call out: "Fiddlers!" and count to three)
Every fiddler had a fiddle
(Make fiddling motions)
And the fiddles went "tweedle-dee"
(Call out: "Tweedle-dee!")
Oh, there's none so rare as can compare
(Shake head)
With King Cole and his fiddlers three.
(Walk like an old man and make fiddling motions)

Flannel Board

The Princess & the Pea

Once there was a prince who searched all over the world for a princess to marry. Though he found many princesses, he wanted one who was just right for him, and there was always something missing with each one that he found. Perhaps the princess spoke unkindly to her parents, or was gloomy and not much fun to be with. Some thought only of themselves, and others were lazy and wanted only to lie about and eat. At last, sadly, the prince returned home, feeling destined to be alone.

One evening as the prince sat by the castle fire with his mom, the queen, and his dad, the king, a terrible storm raged outside. The lightning flashed and the thunder roared, and the rain beat against the castle walls. The prince felt lonelier than ever, but he was happy that at least he was not out in the storm, for it was quite ferocious!

Suddenly, there was a knocking sound at the castle door. The king went to the door, and to his surprise, a sad, bedraggled, very wet girl stood on the step. "Come in from the rain!" said the king, taking the girl's hand and drawing her into the room.

The girl stood in the castle hallway, dripping all over the floor. Water ran off of her in streams from her hair and her clothes.

"Who are you?" asked the king.

"I am a princess." replied the soppy girl.

The prince believed her immediately, for even as wet and messy as she was, her smile was kind and respectful, and she was very polite.

The prince whispered to his mom, the queen, "This is the princess I will marry!" The queen thought this was a very bad idea, because she saw no reason for a true princess to be out in the rain. She decided then and there to prove that the girl was not a true princess at all.

The queen sent the girl away with a maid to get some dry clothing, and the queen began preparing a bed for the girl. The first thing the queen did was to put a pea on the bed. Then she piled mattress after mattress on top of the pea. When she finished she said, "There! If that girl is really a princess, she will feel the pea and she will not sleep a wink."

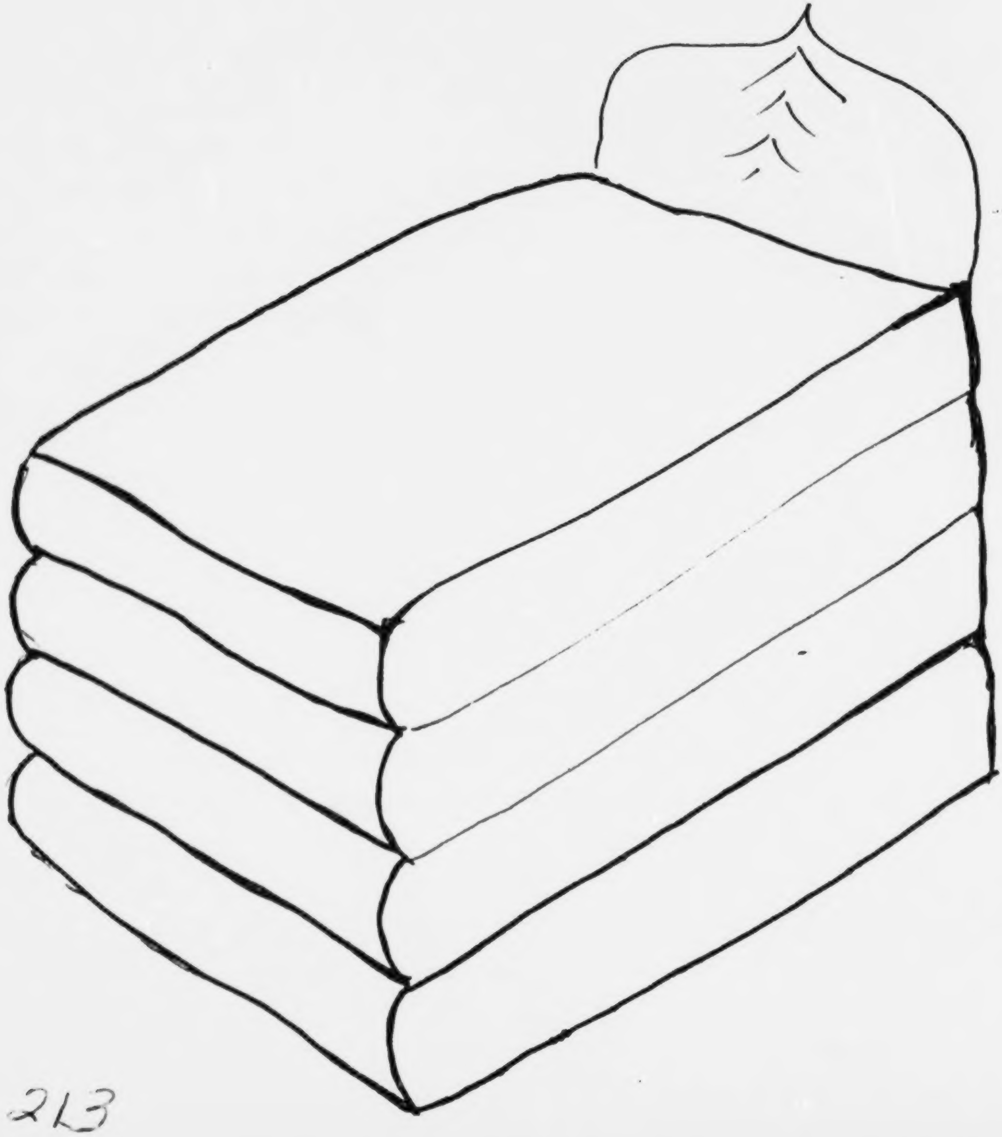
Now, it so happened that the princess was on the other side of the door and she heard the queen's plan, but she didn't say a word as she came in and climbed into bed.

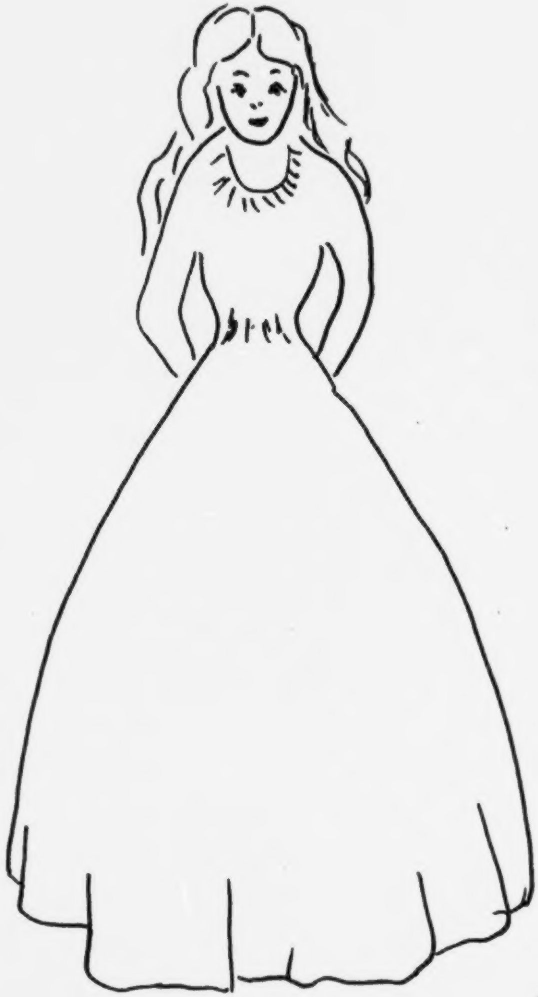
The next morning the queen asked the princess how she had slept. The princess answered, "Oh, I hardly slept a wink the whole night! Something must have been in my bed, for I am black and blue from tossing and turning."

The queen was very pleased to find that her test had worked, and she gave her permission for the prince and princess to marry. The pea was kept in a gold case over the castle mantle, and the prince and princess laughed whenever they looked at the pea. They knew what a silly test it was, for the quality of the princess is on the inside and not how she looks or whether she can feel a silly old pea in her bed!

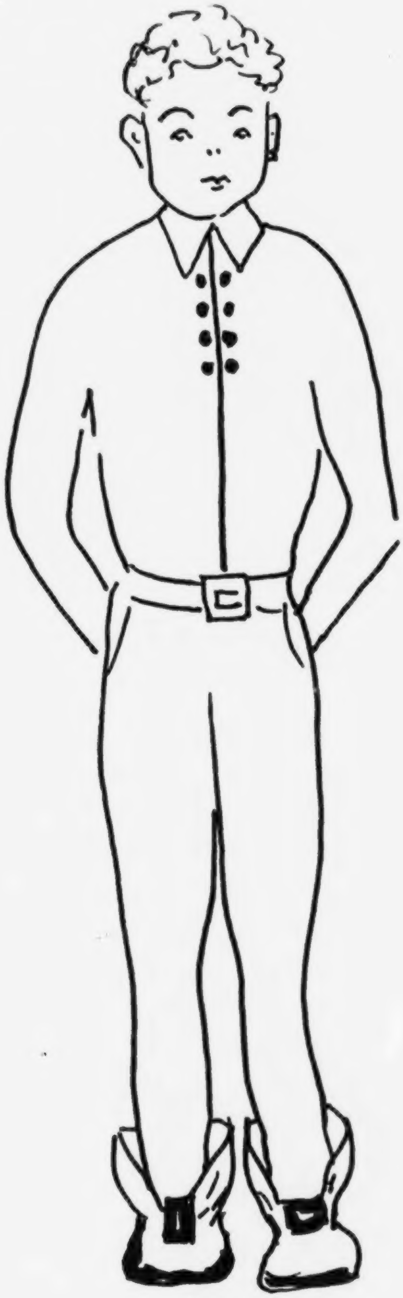
Flannel Board: *Princess and the Pea*

The Princess and The Pea





Flannel Board: Princess and the Pea



Prince

School Age Programs

Books to Share

Andersen, Hans Christian. *The Steadfast Tin Soldier.*
Grahame, Kenneth. *The Reluctant Dragon.*
Gwynne, Fred. *Pondlarker.*
Hodges, Margaret. *St. George and the Dragon.*
Scieszka, Jon. *The Frog Prince Continued.*
The Stinky Cheese Man and Other Fairly Stupid Stories.
Yolen, Jane. *Sleeping Ugly.*

Participation Story

The King with a Terrible Temper

Divide the children into five groups (can have as few as one per group). Each group is assigned a character. As the story is read, each group says their line in unison whenever their character is mentioned.

King	"Not if I Can Help It!"
Prince	"I am SO handsome"
Eldest Daughter	"Giggle, giggle, giggle"
Second Daughter	"Do I HAVE to!"
Youngest Daughter	"I am SO beautiful"

There once was a **King** with a terrible temper. He had three very beautiful daughters. The **Eldest Daughter** was a bit giggly, the **Second Daughter** was a bit whiny, and the **Youngest Daughter** was beautiful and very kind and generous.

In a nearby country there lived a handsome **Prince**, and one day he come to the palace of the **King** with the terrible temper. "I have come to ask one of your daughters for her hand in marriage," said the **Prince**.

First he was presented to the **Eldest Daughter**. The **Prince** heard her incessant giggling. "She may never take anything seriously," said the **Prince** to himself. Next came the whiny **Second Daughter**, and he was extremely put off by her high pitched annoying voice.

"I have heard that you have a young and very beautiful daughter," said the **Prince**. The **King** was very displeased because the **Prince** had already rejected the **Eldest Daughter** and the **Second Daughter**. He said, "You can not rob my nursery for a bride!"

"Well," said the **Prince**, "I cannot love your **Eldest Daughter**; I cannot love your **Second Daughter**. Just then the **Youngest Daughter** appeared at the foot of the stairway, and when the **Prince** laid eyes on her, he fell instantly in love, and she with him. The **Prince** cried, "Please sire, I wish to marry your **Youngest Daughter**!"

Of course the **King** with the terrible temper was very angry and his voice was heard throughout the castle, "Guards! guards! This **Prince** is not worthy of any of my daughters! Remove him from my land immediately!"

The **Prince** was quick on his feet, and he quickly grabbed **the Youngest Daughter** into his arms and rushed out. When the royal court reached the door, all they could see was a cloud of dust.

The **Prince** and **Youngest Daughter** lived happily ever after, and eventually other suitors came to call on the **Second Daughter** and **Eldest Daughter**. They were married and almost drove their husbands crazy with their whining and giggling. The **King** with the terrible temper forgot all about what had made him angry and the two lands were united in peace.

Songs and Poems

Old King Cole

(Sing *Old King Cole* from the Fingerplay section to the tune of *All Around the Mulberry Bush.*)

Dave and Dawn

(Sung to the tune of *Jack and Jill.*)

Dawn and Dave hid in a cave
To try and catch a fairy;
Dawn got wet and waved her net
And caught a small canary.
(*Finger Frolics*, p. 101)

Library Activities

Audiovisuals

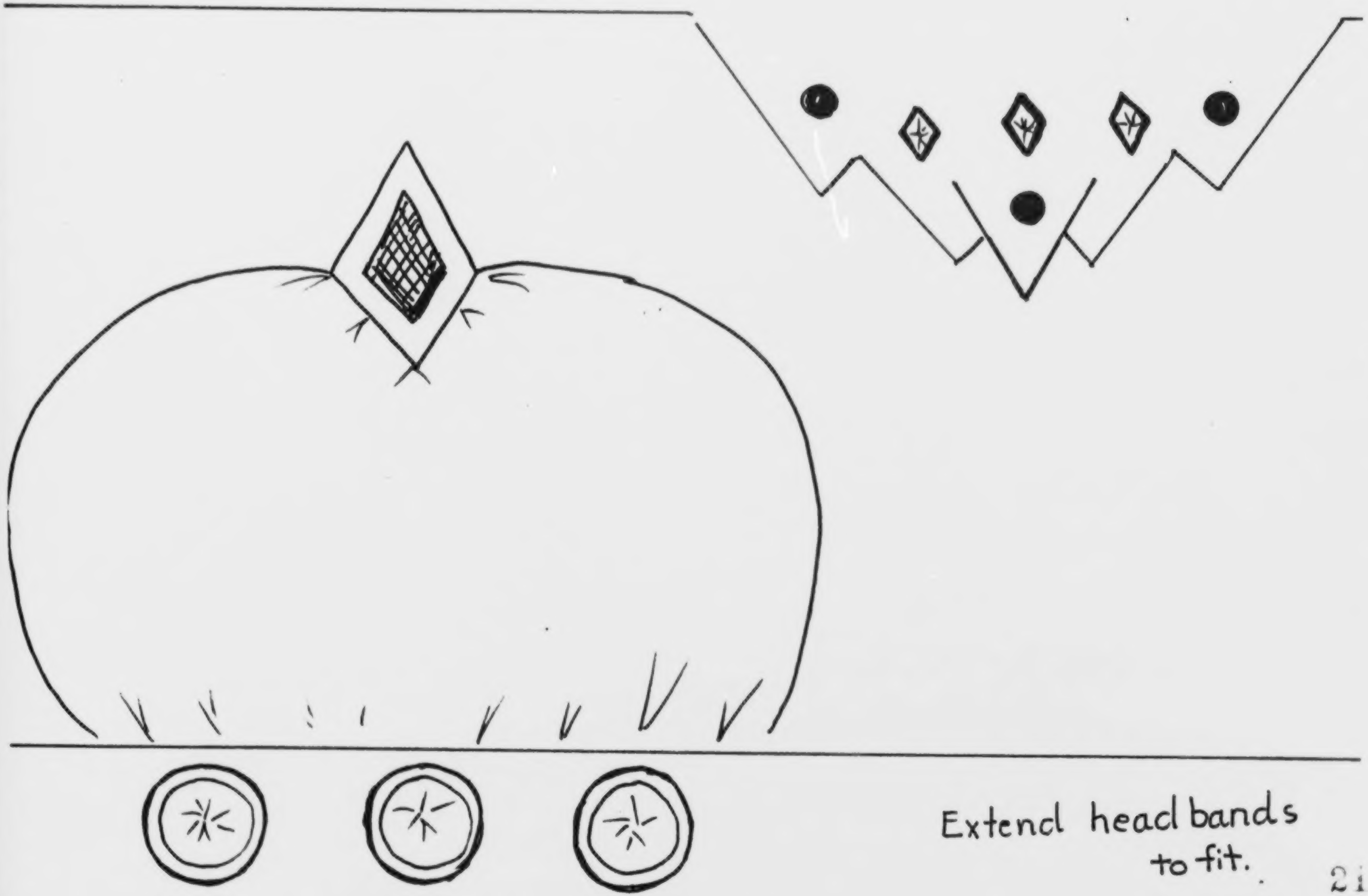
Cinderella. Film. 18 min. (SA)
Rapunzel. Film. 18 min. (SA)
Red Riding Hood. Film. 8 min. (PS)
Sleeping Beauty, Brier Rose. Film. 15 min. (SA)
Tender Tale of Cinderella Penguin. Film. 10 min. (PS)

Crafts

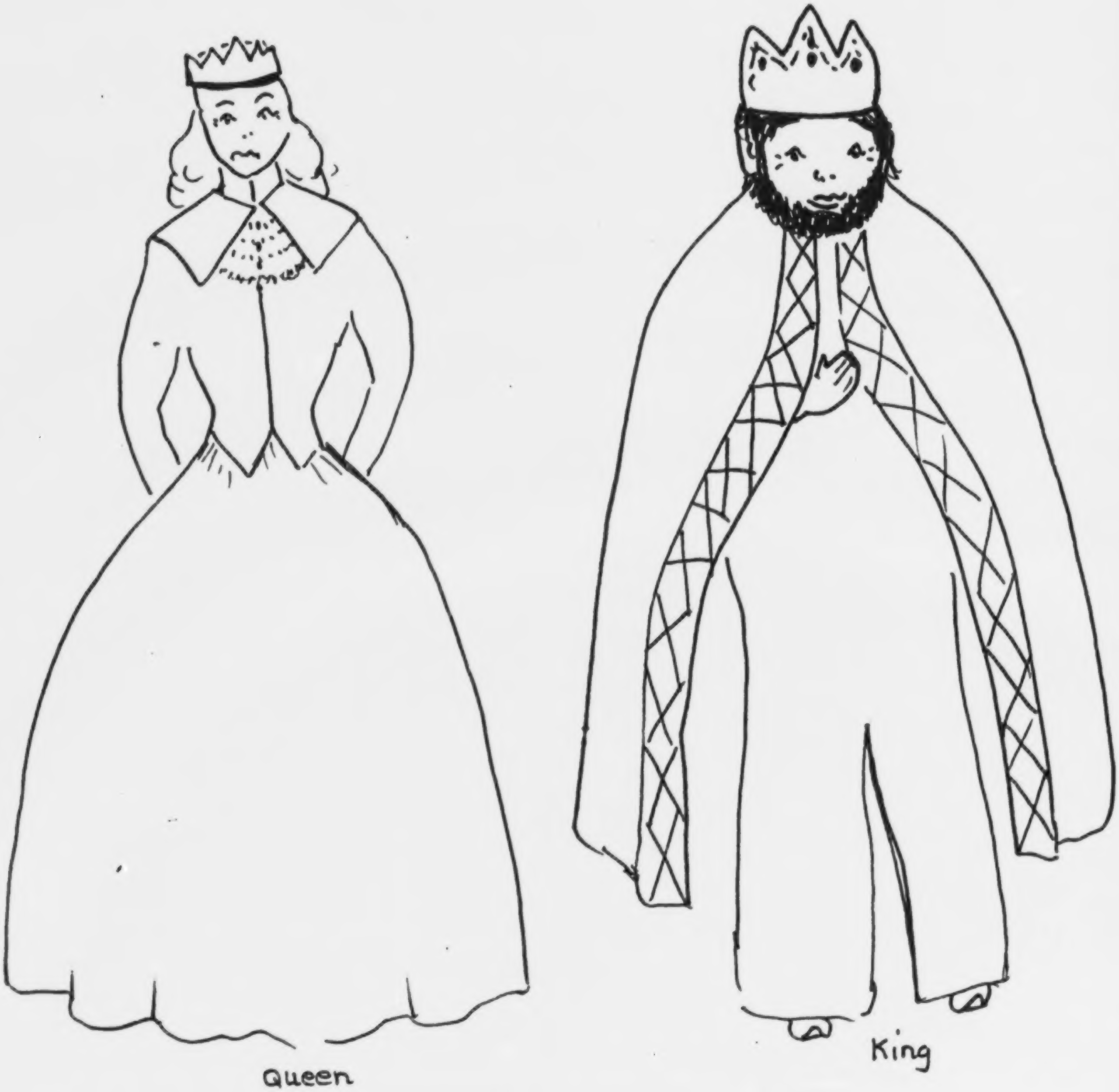
1. ***Crowns***--Using the Pattern at the end of this chapter, make crowns for all the Kings and Queens. Decorate using crayons, plastic beads, scrap material, ric rac, etc.

2. ***Magic*** Castles--Have the children design their own castles on paper. What would it look like on the outside? How many rooms would it have? What would the rooms be used for? Who would live there?

Craft: Crowns



Extend headbands to fit.



The Princess and the Pea

Puppet Show

Rapunzel

Characters: *Narrator*, *Wife*, *Husband*, *Witch*, *Rapunzel*, *Prince*

Narrator: Once upon a time there lived a man and his wife. They had no children, but oh, how badly they wanted one. Next door to their home lived a wicked witch who had a beautiful garden. One day, the wife spotted some fresh green rampion growing in the witch's garden.

Wife: Oh, Husband, I wish with all my might that I may have some of the witch's rampion.

Husband: Oh, my dear wife. I will sneak into the witch's garden and as quiet as a mouse, I will gather the rampion for you.

Narrator: And so it was that the husband loved his wife so much that he crept as quiet as a mouse into the witch's garden, stole the rampion, and sneaked back to his dear wife.

Wife: Oh, this is so good! It melts in my mouth like sunshine in the spring, and I must have more.

Husband: Oh, my wife! I fear the witch's anger, but I will go, for you are my darling wife.

Narrator: This time, when the husband went to the witch's garden, the witch was crouching behind the rampion, waiting for anyone who would dare to steal from her beloved garden.

Witch: Stop thief! For what you steal, you will now deal. Trade rampion green, for child unseen. When one year old and fast asleep, she's MINE to hold and ever keep!

Husband: Please, forgive me and have pity. I wanted it for my dear wife.

Narrator: But the witch had spoken and the husband went away without mercy. The months passed. Because the couple had no children, the man felt safe from his promise. Nevertheless, after some time, the wife did have a child, and in the coming year, the man grew sick with anguish that he must give his child to the witch. Eventually a daughter was born to the happy couple. As the couple were cuddling their tiny sleeping baby one day, the witch rattled at the door with a frightening sound and appeared with a great thunder and puff of smoke.

Witch: Now thief, your promise has come due. As you did steal, so now you deal. She's one year old and fast asleep, she's MINE to hold and ever keep!

Wife & Husband: No, no! Please!

Witch: Far too late to change your fate! She's fast asleep and mine to keep . . . I name her RAPUNZEL!

Narrator: The witch took the child away. When she was twelve years old, the witch took the child to a great tower with no steps or doors, and only one very tiny window at the top. Rapunzel was placed inside, and when the witch wanted to visit, she called out. . .

Witch: Rapunzel, Rapunzel, you are so fair! Rapunzel, Rapunzel, let down your hair!

Narrator: Rapunzel's hair was long and golden, and when she heard the witch call, she would lower her hair for the witch to climb up. Though the witch visited her often, she was very lonely in her tower, and she would often sing to pass the time.

Rapunzel: Tra, fi diddle! Dithy, Dithy, di!

Narrator: One day, a king's son was riding through the forest. Hearing the sweet sound of Rapunzel's singing, he hid behind the garden fence. It was then that he saw the witch come to the foot of the tower and call out,

Witch: Rapunzel, Rapunzel, you are so fair! Rapunzel, Rapunzel, let down your hair!

Narrator: The prince watched closely as Rapunzel let down her long braid for the witch to climb, and the next day, he returned. He stood at the foot of the tower and he called,

Prince: Rapunzel, Rapunzel, you are so fair! Rapunzel, Rapunzel, let down your hair!

Narrator: Now Rapunzel thought that the witch was calling, and as she always did, she let down her fair hair. The sight of the prince climbing into the tower frightened her very much.

Rapunzel: Who are you? Why are you here? If the witch catches you, you will die!

Prince: Your lovely singing has won my heart, and I have come to ask you to be my bride.

Rapunzel: Such eyes and kindness of tone I have never known. I will marry you if only I could get out of the tower, but what shall I do? I certainly cannot climb down my own hair.

Prince: I will return, my love, and I will bring a rope.

Narrator: The prince climbed down Rapunzel's hair and went in search of a rope. The witch returned the next morning and as always, her voice cackled out . . .

Witch: Rapunzel, Rapunzel, you are so fair! Rapunzel, Rapunzel, let down your hair!

Narrator: The witch climbed into the tower, and knew instantly that the prince had been there.

Witch: You wicked girl, to betray my kindness so! Now every curl, I'll cut and throw!

Narrator: The witch reached out and with one snip, cut Rapunzel's braid from her head and tied it to the window. Soon the prince returned for Rapunzel, and he called from below, Prince: Rapunzel, Rapunzel, you are so fair! Rapunzel, Rapunzel, let down your hair!

Narrator: Out the window the witch threw the fair braid of Rapunzel. The prince reached the top of the window and, seeing the wicked witch instead of his beloved Rapunzel, he cried out in anguish and fell from the window.

Prince: Ah! My eyes! I have landed in a thorn bush! My eyes have been blinded!

Narrator: His sight gone, his beloved spirited away, and his heart broken, the prince wandered for many months. One day, he heard a voice singing sweetly in the darkness,

Rapunzel: Tra, fi diddle! Dithy, Dithy, di!

Prince: Oh, my beloved Rapunzel! I have found you! Oh, my love!

Narrator: Rapunzel's tears of happiness fell on the prince's blind eyes, and their touch was like a healing spring as his eyes became clear again.

Prince: I can see again! Oh, my Rapunzel, at last we can be married!

Narrator: And so it was that the prince found Rapunzel and they were married! Rapunzel was reunited with her mother and father and they all lived happily ever after.

Small Group Activities

1. ***Good Morning, Your Majesty:*** This game is for at least five players. One player is chosen to be the King or Queen and sits on a "throne." Blindfold the King or Queen so they can't see. One by one the other players sneak up and whisper, "Good Morning, Your Majesty!"

   Players may disguise their voice to make it difficult to guess who they are. If the King/Queen guesses correctly, then that player sits down. If she/he cannot guess -- or guesses wrong -- then that player becomes King/Queen.

2. ***Sand Castles:*** Fill a child's wading pool with clean sand and let the children make a sand castle. Another option would be to use buckets, plastic trays, or tubs and have the children make the castle on table tops. For easy clean-up, cover the floor with a plastic drop cloth. If your floor is not carpeted, a broom will do. A vacuum cleaner may be necessary in any case.

3. ***Various Versions:*** Compare the illustrations and stories of different versions of the same fairy tales from different countries, illustrators, translators, or editors. (See 1993's *Lions and Tigers and Books* Manual for suggested titles.)

Large Group Activities

1. ***Magic Bag:*** Have a decorated paper bag with the following items inside. As you pull them out of the bag, have the children guess what each item is and what story it comes from, as well as what magic it performs. Magic bag items may include: Cinderella's wand, Jack's beans, Sleeping Beauty's lips, Snow White's apple, Rumplestiltskin's spindle, the goose's golden egg, etc.

2. ***Three Wishes:*** Read a story in which a character grants three wishes to someone else. Let the children write or draw what they would ask for if they had three wishes.

3. ***King/Queen For a Day***: Have a discussion about how the children would change the world if they were a king or queen for a day. If they respond with things such as, "never take a bath" or "always get to do what they want" discuss the consequences and whether it would really be a good idea. Consider problems like: how to feed everyone, how to make sure that everyone had access to medical treatment, etc. You may want to use a paper crown to pass around to the person who has permission to talk (the King or Queen).

Handout

When I Did Good

Handout: When I Did Good

When I did good...

The best deed I ever did was ____________________

____

____

It made me feel ____________________

____

I wish that ____________________

____

____

Once Upon a Time!

Family Fun

Family Books to Share

Toddler and Preschool Books

Bererenzy, Alix. *A Frog Prince.*
Chorao, Kay. *The Baby's Story Book.*
De Paola, Tomie. *Tomie De Paola's Favorite Nursery Tales.*
Oppenheim, Joanne. *The Story Book Prince.*

School Age

Grahame, Kenneth. *The Reluctant Dragon.*
Gwynne, Fred. *Pondlarker.*
Hodges, Margaret. *St. George and the Dragon.*
Scieszka, Jon. *The Stinky Cheese Man and Other Fairly Stupid Stories.*
Yolen, Jane. *Sleeping Ugly.*

Family Books

Cohen, Barbara. *Roses.*
Ehrlich, Amy. *The Random House Book of Fairy Tales.*
Hague, Michael, ed. *Michael Hague's Favorite Hans Christian Andersen Fairy Tales.*
Osborne, Mary Pope. *Mermaid Tales From Around the World.*
Perrault, Charles. *The Complete Fairy Tales of Charles Perrault.*

Family Activities

1. ***Royal Rules***: Let each member be the "Ruler" for a day. Each person may set any rule which does not interfere with the family's health or safety. Be creative and set funny rules, such as everyone has to: sit backwards in a chair; say "Bongo" at the end of each sentence; address the ruler as "Her Majesty" or "His Majesty;" etc.

2. ***Magic Kingdoms:*** On a large piece of paper draw the layout for a kingdom where the environment had been the greatest treasure from the beginning of time. Allow for different types of terrain (desert, mountains, bodies of water, rainforests, etc.) and consider methods of waste disposal, energy consumption, population control, and noise reduction. Would all of this be possible?

3. ***Magical Creatures:*** Make a list of different types of imaginary creatures that are found in popular fairy tales. Using what you know of the creatures, how could each one help the environment. For instance, the unicorn could pick up trash with its horn, the troll could dig subways, a mermaid could patrol the seas for polluters and poachers. Can you think of more?

Family Films

Aladdin
Beauty & the Beast
Faerie Tale Theatre Productions
The Little Mermaid
Petronella
The Princess Who Had Never Laughed

Family Crafts

A Castle of Your Own

Materials Needed:
- Reused cardboard boxes
- Tissue and paper towel rolls
- Tempera or latex house paint
- Scissors
- White glue
- Scraps of material

1. Cut a large cardboard base for the base of your castle.
2. Assemble the boxes, tubes (for towers), and cans. Rearrange them until you have a good idea of the design for your castle. Glue boxes onto the cardboard base, attaching other boxes and tubes as you build upwards.
3. A drawbridge, windows, and firing holes can be made with cut outs in the cardboard. Use yarn to allow the drawbridge to be raised and lowered.
4. Using twigs, fasten flags made of material scraps to the tops of the towers. Paint the castle when all the glue is dried.

ONCE UPON ANOTHER PLANET: Hear One

Would You Believe?

Preschool Library Programs

Toddler Books to Share

Hort, Lenny. *The Boy Who Held Back the Sea.*
Rohankovsky, Feodor, ed. *The Tall Book of Nursery Tales.*

Preschool Books to Share

Aardema, Verna. *Bringing Rain to Kapiti Plain.*
De Paola, Tomie. *Pecos Bill.*
Morimoto, Junko. *The Inch Boy.*
Mosel, Arlene. *Tikki Tikki Tembo.*

Finger Plays and Action Rhymes

Suppose

Do you suppose a giant
(Reach toward ceiling and stand on tiptoe)
Who is tall-tall-tall,
Could ever be a brownie
(Crouch down on floor)
Who is small-small-small?

But the brownie who is tiny
(Crouch down on floor
Will try-try-try
To reach up to the giant
(Stretch to the ceiling)
Who is high-high-high.

(*Ring a Ring O'Roses,* #86)

Three Billy Goats Gruff

Three little goats went walking
(Three fingers held up)
One lovely summer's day
They crossed a bridge to get some grass
(Three fingers walk up arm)
But a troll got in their way.
(Hold up both hands as if scary claws)

They tricked the troll and down he fell
(Diving motion)
Into the water wet
(Shake hands at side as if shaking off water)
Now three little goats are getting fat
(Blow out cheeks)
And the troll hasn't come back yet.
(Look into distance with hand to forehead)

(*Ring a Ring O'Roses,* #93)

This Old Man

This old man, he played one,
He play nick-nack on my thumb (tap thumb)
Chorus: Nick-nack, paddy whack, give a dog a bone
This old man came roll-ing home. (roll hands)

Flannel Board

Davy Crockett and the Bear

by Barbara Oglesby

I'll bet you don't know how Davy Crockett learned to grin at bears. It all started back when Davy was a little boy and loved to play in the woods. Davy tried to imitate every sound he heard in the woods. He heard the green snake slide along and say, "SSSSSS, ssssss," and Davy played "I'm a sss-snake. I'm a sss-snake. Hear me ssss, hear me ssss!"

He heard a frog saying, "Ccc-roak, Ccc-roak," and Davy played "I'm a frog, I'm a frog. Hear me ccc-roak, hear me cccroak."

He heard the black crow as he flew and said, "Caw, Caw," and Davy played "I'm a crow, I'm a crow. Hear me caw, hear me caw."

He heard the woodpecker knock on the wood with his bill, "Rrrattatt-tat, rrat-tat-tat," and he said, "I'm a woodpecker, I'm a woodpecker. Hear me rrrat-tat-tat-tat, hear me rrrat-tattat!

He learned to make the sounds so well that when you heard a "Sssss, ssss," you were not sure if it was Davy or a snake. If you heard "Ccc-roak, ccc-roak," you didn't know if it was a frog or Davy. If you heard "Caw-caw," it might be Davy or it might be a crow, and if you heard "Rrrat-tat-tat-tat, rrrat-tat-tat-tat," it probably was a woodpecker . . . but it might be Davy.

One day Davy was out in the woods when something brown and furry came along and said, "Grrr." Can you guess what it was? Of course, it was a bear! Davy wasn't a bit afraid of that bear. He started walking toward it. Guess what? The bear said, "Grrr, grrr."

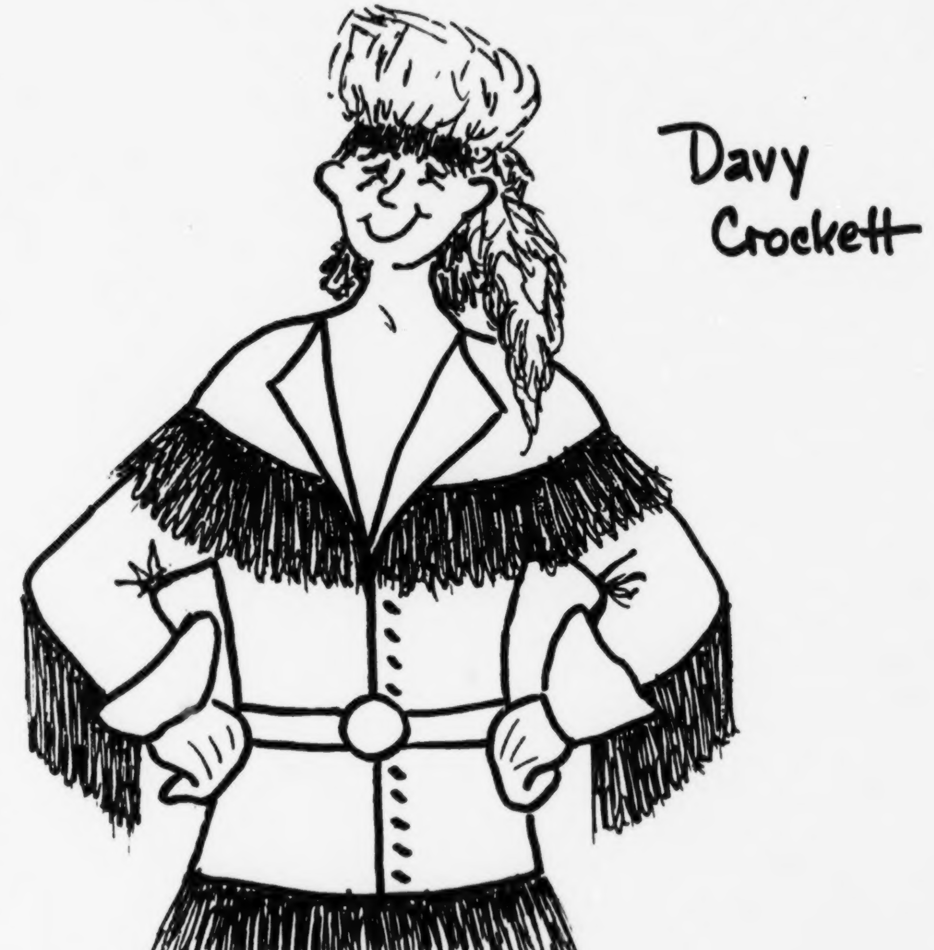
That pleased Davy, so to be polite, he answered back, "Grrr, grrrr." This surprised the bear, but he didn't want Davy to come any closer, so he took a breath and growled and growled very loudly, "Grrr, grrrr!" Davy thought this was so funny, he growled right back, "Grrr, grrrr."

The bear was mad, so he bared his teeth like this, and growled, "Grrr, grrr." Davy was so amused, he laughed out loud. He though the bear was grinning at him, so he bared his teeth like this, just like the bear, and growled, "Grrrr, grrrrr." That bear was so upset by Davy grinning at him that he turned and ran away.

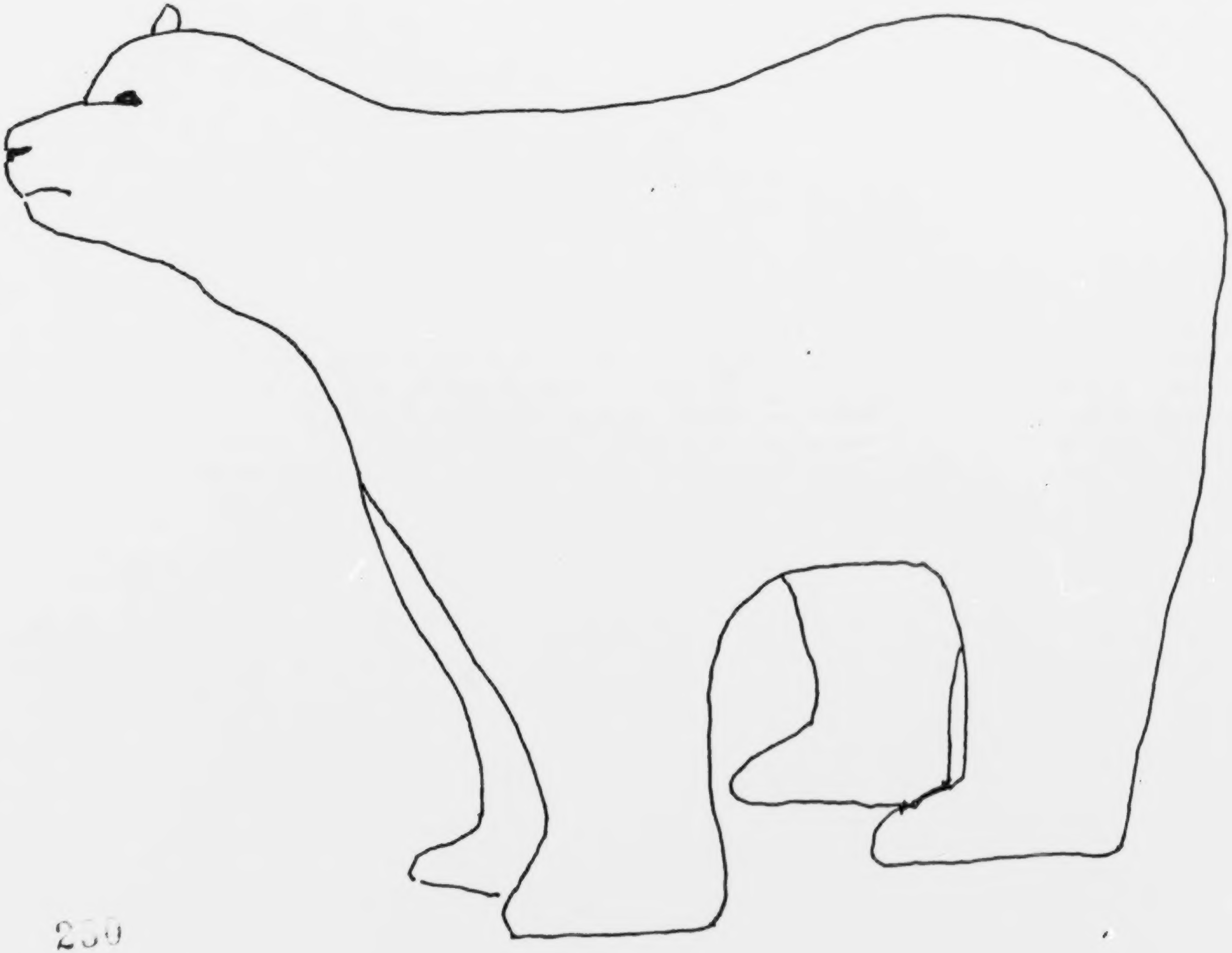
Davy said, "I'm a bear, I'm a bear! Hear me grrr, hear me grrr, " and that's how Davy Crockett learned to grin at bears.

(*Flannel Boards*, p. 254)

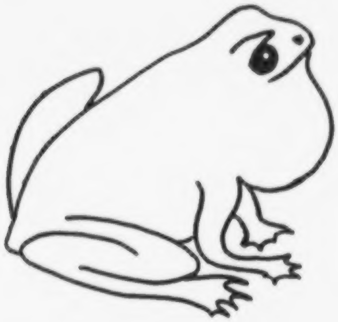
Flannel Board: Davy Crockett and the Bear

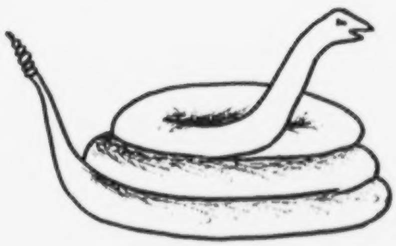

Davy
Crockett

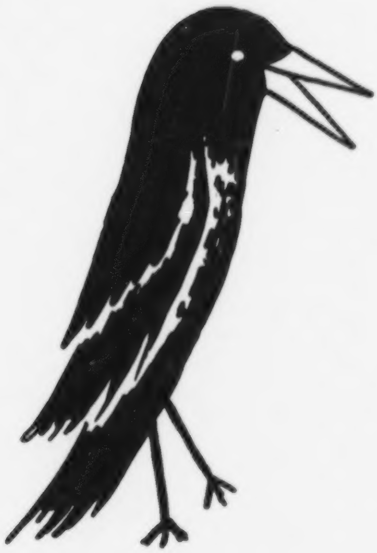
Flannel Board: Davy Crockett and the Bear

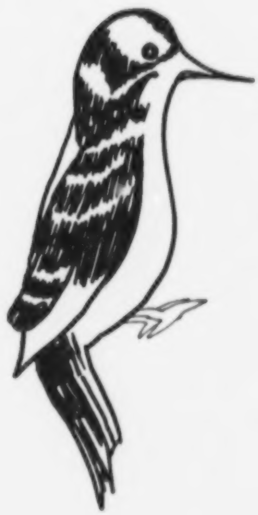


Flannel Board: Davy Crockett and the Bear









School Age Programs

Books to Share

Dewey, Adriane. *Febold Feboldson.*
Kellogg, Stephen. *Paul Bunyan.*
Naden, Corinne. *John Henry, Steel-driving Man.*
Roughsey, Dick. *The Rainbow Serpent.*
Singer, Isaac Bashevis. *The Golem.*
Vuong, Lynette Dyer. *The Brocaded Slipper and Other Vietnamese Tales.*

Group Story:

Good or Bad?

Narrator: Two pilots went up in an airplane. The plane had a good motor.
Group: That's good.
Narrator: No, that's bad. The motor didn't work.
Group: That's bad.
Narrator: No, that was good. They had a parachute.
Group: That's good.
Narrator: No, that was bad. It didn't open.
Group: That's bad.
Narrator: No, that was good. There was a haystack under them.
Group: That's good.
Narrator: No, that was bad. There was a pitchfork in the haystack.
Group: That's bad.
Narrator: No, that was good. They missed the pitchfork.
Group: That's good.
Narrator: No, that was bad. They missed the haystack.

(Adapted from *Diane Goode Book of American Folk Tales & Songs,* p. 41)

Songs

I've Been Working on the Railroad

(Use with Corinne Naden's *John Henry, Steel-driving Man)*

I've been workin' on the railroad all the live long day;
I've been workin' on the railroad just to pass the time of day.
Don't you hear the whistle blowing?
Rise up so early in the morn.
Don't you hear the captain shouting,
"Dinah, blow your horn."

Dinah, won't you blow; Dinah, won't you blow:
Dinah, won't you blow your horn?
Dinah, won't you blow; Dinah, won't you blow;

Dinah, won't you blow your horn?

Someone's in the kitchen with Dinah
Someone's in the kitchen with Dinah,
Strummin'' on the old ban-jo.
Sing fee-fi-fiddly-i-o, sing fee-fi-fiddly-i-o-o-o-o
Fee-fi-fiddly-i-o, strummin' on the old banjo.

Old McDonald Had a Mall

Old McDonald had a mall, E I E I O
And in this mall he sold some hats, E I E I O
Here a hat, there a hat, everywhere a hat hat,
Old McDonald had a mall, E I E I O

(Other ideas: Cds, Shirts, Gifts, Suits, Food, Clocks, etc.
Let the Children name other items sold in a mall.)

Library Activities

Audio Visuals

A Story, A Story. Film, Video. 10 min. (PS)
Ali Baba. Film. 11 min. (PS)
American Tall Tale Heroes. Film. 15 min. (SA)
John Henry. Video. 11 min. (SA)
Legend of Sleepy Hollow. Film. 20 min. (SA)
Pecos Bill. 18 min. (SA)
Rip Van Winkle. Film. 18 min. (PS)

Craft

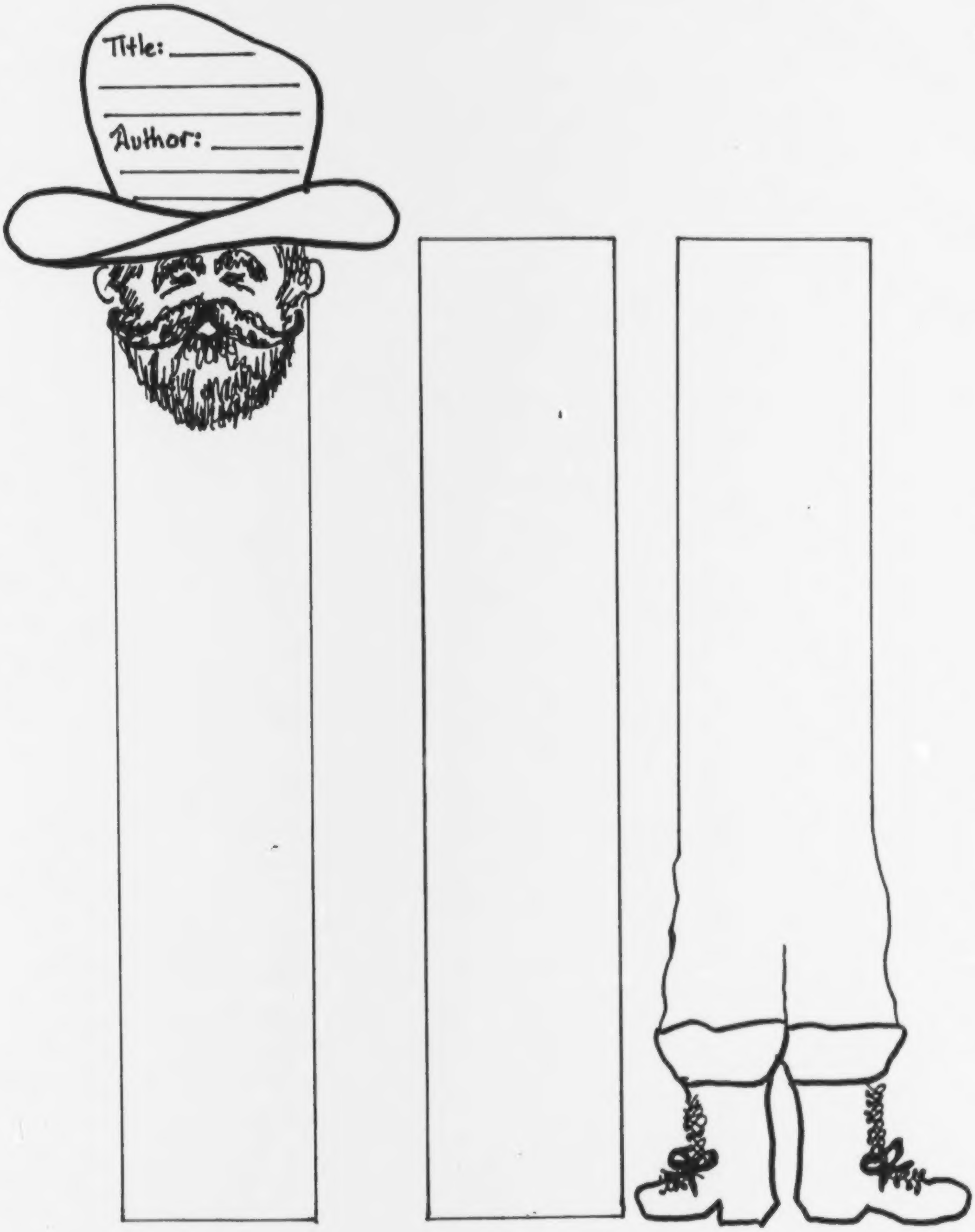
1. ***Tall Man for a Tall Tale:*** Using the pattern provided, (strips can be added in the middle for longer tales) children piece together the tall man on which to write their own tall tale.

2. ***Boats for Mike Fink:*** Give each child one a half feet of aluminum foil. Instruct them to make a boat by folding the foil in any way they wish (remind them the edges can be sharp). Using a large tub of water, let the children see if their boat will float. Test the strength by placing counting chips or buttons inside the boat.

3. ***Work on the Railroad:*** Let the children construct a railroad by gluing toothpicks or craft sticks together. They can make train cars by covering or painting small cereal boxes.

4. ***Tall Tale Mobile:*** Hang items relating to tall tales (lightning, animals, horses, etc.) from a coat hanger. Cut out pictures from magazines, glue them onto tag board, punch a hole in the top of the picture, and use string or yarn to suspend from the hanger.

Small Group Activity: Tall Man for a Tall Tale


Title:
Author:

Small Group Activities

1. ***Bunyan's Blunder:*** Discuss how you would explain "reforestation" to Paul Bunyan. Could he understand how cutting down trees affect the animals and environment. Using his great strength, how could he assist in preserving the forests?
2. ***Appleseed Association:*** After reading Johnny Appleseed, have the younger children pick out pictures (previously cut from magazines) of items made of apples and trees.
3. ***Book Tapes:*** Have the older children read Tall Tales and Folk Tales into a tape recorder which the younger children can listen to in the library.
4. ***Hero Charades:*** Write the names of a folk hero on index cards; divide into small groups and give each group a card. Let each group act out the character while the others guess what character it is.

Large Groups Activities

1. ***Truth and Reality:*** After reading a Tall Tale, make a list of names and places that are real and a list of those events which are exaggerated or imaginary.
2. ***Sally Dance:*** Davy Crockett's wife, Sally Ann Thunder Ann Whirlwind, is said to have been able to dance a rock to pieces. Set a lump of dried flour and salt dough shaped like a rock in the center of the room. Let the children "dance" to music and while they are busy dancing, slowly break the lump apart with a hammer. Stop the music now and then to show them their progress.
3. ***Solution Tales:*** Divide the children into small groups, have them pick one setting, characters, and problem from the list below. Have them continue the story and solve the problem using realistic and fantastic solutions. Give them a limited time period to work and have each group read their story at the end. Create other settings, character, or problems if needed. Have them begin the story with:

> "Once Upon a Time there lived (*characters*) in a (*setting*). They found life very difficult because (*problem*). So they decided to do something about the world they lived in ......"

(Settings)
In the world where the sun sets low
In the place where it never stops raining
At the edge of a rainforest
Halfway between here and there
In a land far, far, away

(Characters)
King and/or Queen
Giant and/or Mouse
Wicked magician
Farmer and his wife
Three brothers or three sisters

(Problems)
Too many people in the world, no one can move
The trees were all cut down
All the water is polluted
The atmosphere is disintegrating
Entire species' of animals are becoming extinct

Handout

Heroes and Their Claim to Fame

Once Upon Another Planet

Would You Believe!

Family Fun

Family Books to Share

Toddler and Preschool Books

Aardema, Verna. *Bringing Rain to Kapiti Plain.*
De Paola, Tomie. *Pecos Bill.*
Hort, Lenny. *The Boy Who Held Back the Sea.*
Morimoto, Junko. *The Inch Boy.*
Mosel, Arlene. *Tikki Tikki Tembo*
Rojankovsky, Feodor, ed. *The Tall Book of Nursery Tales.*

School Age Books

Dewey, Adriane. *Febold Feboldson.*
Kellogg, Stephen. *Paul Bunyan*
Naden, Corinne J. *John Henry, Steel-Driving Man*
Roughsey, Dick. *The Rainbow Serpent.*
Vuong, Lynette Dyer. *The Brocaded Slipper and Other Vietnamese Tales.*

Family Books

Cohn, Amy, comp. *From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs.*
Durell, Anne, ed. *The Diane Goode Book of American Folk Tales and Songs.*
Osborne, Mary Pope. *American Tall Tales.*
San Souci, Robert D. and Brian Pinkney. *Cut From the Same Cloth: American Women of Myth, Legend and Tall Tales.*
Schwartz, Alvin, ed. *Whoppers: Tall Tales and Other Lies Collected From American Folklore.*

Family Activities

1. ***Did You REALLY?*** Nearly everyone has a true story which is "unbelievable" in some way. Tell such a story and let the other family members try and guess when the fact turns into fiction. Or have one family member start telling a story based on a true event. Each member adds more and more "exaggerated" details while trying to keep the basics of the story the same.
2. ***Foreign Folk Tales:*** Each night read a folk tale from a different country. Your librarian can help you find a collection. How do they differ from tales in America? Do any sound the same?
3. ***Rip Van Wrinkle in Time:*** Take any member of the family and speculate what the world would be like if they fell asleep and slept for twenty years. Consider the problems with the environment as well as personal life changes. Is there any way we can alter the future?

Family Films

Matt the Gooseboy
Mowgli's Brothers
Pecos Bill (1988)
Taro, the Dragon Boy

Family Crafts

Make Apple Pie

Pastry for 8-inch, two crust pie
½ cup sugar
3 tablespoons flour
¼ teaspoon ground nutmeg
¼ teaspoon ground cinnamon
1 dash of salt
5 cups thinly sliced tart apples (about five medium)
1 tablespoon margarine or butter

Heat oven to 425°. Prepare pastry. Mix sugar, flour, nutmeg, cinnamon and salt. Stir in apples. Turn into pastry lined 8-inch pie plate; dot with margarine. Cover with top crust that has slits in it; seal and flute. Cover edge with 3-inch strip of aluminum foil; remove foil during last 15 minutes of baking. Bake until crust is brown and juice begins to bubble through slits in crust, 40 to 50 minutes.

Heroes and Their Fame

Match the Hero with their claim to fame:

1. George Washington
2. Chief Seattle
3. Rip Van Winkle
4. James Bowie
5. Daniel Boone
6. Johnny Appleseed
7. Febold Feboldson
8. Casey Jones
9. Mike Fink
10. Sally Ann Thunder Ann Whirlwind
11. Stormalong
12. Pecos Bill
13. Ethan Allan
14. Annie Oakley
15. Paul Bunyan
16. John Henry
17. Davy Crockett

a. Sharp Shooter
b. Railroad Man
c. Tall Sailor
d. Strength
e. Dances a Rock to Pieces
f. Telling the Truth
g. Hammered Steel
h. Talking with Animals
i. Tricky Farmer
j. Keelboatman
k. Swallowed a Knife
l. Lover of Nature
m. Sleepy Man
n. Planting Trees
o. Made a Knife
p. Green Mountain Boys
q. Roping Animals, etc.

(Answers: 1,f; 2,l; 3,m; 4,o; 5,k; 6,n; 7,i; 8,b; 9,j; 10,e;
11,c; 12,q; 13,p; 14,a; 15,d; 16,g; 17,h)

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Once Upon a Planet

1995 Program Theme Evaluation

Program Theme: ______________________________

Date: ____________ *Time:* ________ *Age Range:* ____________

Participation Count

Staff: ____ Volunteers: ____ Parents: ____ Children: ____

Books Used

Title	Comments

Fingerplays, Booktalks, Excerpts, etc.

Title	Comments

Flannel Boards, Songs & Poems Used

Title	Comments

Audiovisuals

Title	Comments

Crafts

Volunteer Help Needed: More ________ Less ________
Age Appropriateness: Good ________ Satisfactory __________ Poor ________

Materials Used ______________________________
____
____

Suggested Alternatives ______________________________
____
____

Comments
____
____
____

Puppet Show

Volunteer Help Needed: More ________ Less ________
Age Appropriateness: Good ________ Satisfactory __________ Poor ________

Comments
____
____
____

Games (Small and Large Groups)

Name of Activity: ____
Size of Room Should Be: Smaller ______ Perfect ______ Larger ______
Size of Groups Should Be: Smaller ______ Perfect ______ Larger ______
Should be Played: Indoors ______ Outdoors ______
Age Appropriateness: Good ________ Satisfactory __________ Poor ________
Comments:

Handouts

Title ______________________________
____

Comments ______________________________
____

Parent/Child Comments

Once Upon a Planet

1995 Special Guest Evaluation

Name: ________________ ***Contact Person:*** ________________

Address: ________________ *Phone:* ________________

____

________________ *Cost $:* ________________

Length of Program: ________________ *Type of Program:* ________________

Children's Response

Good ________ Satisfactory ________ Poor ________

Comments:

Parents' Response

Good ________ Satisfactory ________ Poor ________

Comments:

Staff Response

Good ________ Satisfactory ________ Poor ________

Comments:

Recommended Next Year ________ ***Not Recommended*** ______

SAMPLE PUBLIC SERVICE ANNOUNCEMENTS (PSAs) *FOR RADIO AND TELEVISION*

For television, this can be used in conjunction with a graphic or as text for a video recorded message.

TO: PROGRAM DIRECTOR
FROM: *(NAME OF CHILDREN'S PROGRAM COORDINATOR), (NAME OF PUBLIC LIBRARY)*
RE: TEXAS READING CLUB
DATE: *(DATE)*

Please release the following PSA beginning the week of *(date)*. Should you have any questions, please contact me at *(telephone number)*. Thank you for your support.

Time: 30 seconds

The fun begins *(date)* at *(Name of Library)* with the Texas Reading Club program ONCE UPON A PLANET. The Club is open for boys and girls ages 18 months through 12 years old. Children will participate in a variety of activities such as singing songs, viewing puppet shows, and making crafts. Through these activities, children will discover a love of reading and learn to take an active part in conserving the environment and to treasure the world in which we live. For additional information, contact *(name of library)* at *(telephone number)*.

OR

Time: 20 seconds

The Texas Reading Club program, ONCE UPON A PLANET invites children, aged 18 months through 12 years old, to (*name of library*) on (*date, time*) to explore new worlds, both real and imaginary, through puppet shows, craft projects and action poems. For additional information, contact (*name of library)* at (*telephone number)*.

SAMPLE RELEASE FOR NEWSPAPER

(Be sure to include a list of possible photo opportunities.)

RELEASE: *(DATE)* CONTACT: *(NAME & TELEPHONE NUMBER)*

Explore the environment and the planets as children participate in ONCE UPON A PLANET at the (*name*) Library in conjunction with its annual Texas Reading Club. The library will offer programs for children (*age group of local program*). Registration for the Reading Club and library activities will begin on (*date*) with (*title and brief description of activity*). Activities will continue through (*month)* on (*day of the week,*) at (*location and time*). (*List activities.)*

The Reading Club is an incentive program to encourage children to spend time reading during the coming months. Club participants receive a Reading Log in which to keep track of the (*books*) (*minutes*) they read. Children who read at least (*required number of titles or hours*) receive a Reading Club certificate and (*any additional prizes offered*). Children who are not yet reading independently participate in the Read-To-Me segment of the club by keeping track of the books (*time*) read to them.

The Texas Reading Club is sponsored by the (*name*) Public Library in conjunction with the Texas State Library. The (*name*) Public Library is located at (*address*). The library is open (*hours*). All library programs are open to the public and presented free of charge. For additional information on how you and your children can participate in ONCE UPON A PLANET, contact the library at (*telephone number*).

SAMPLE LETTER TO SCHOOLS

(*Date*)

Dear Colleague:

The (*Your Library's Name*) is pleased to announce the 1995 Texas Reading Club ONCE UPON A PLANET for children ages (*age group*).

The Texas Reading Club is designed to encourage recreational reading while enhancing children's appreciation of the world around them, as well as rejoicing in the creative power of imagination. Some activities we will be doing include: (*List activities*)

This program allows children to keep track of their reading throughout the coming months while earning small prizes and incentives. Children may register beginning (*date*) at the Public Library.

In order to promote ONCE UPON A PLANET we would like to visit your school during the month of May. I will be calling your school to arrange a time which will be convenient to you and your students.

Thank you very much for your support of the (*name of library*) as we begin our journey to a fun-filled program of reading and excitement.

Sincerely,

(Your Name)
(Title)

Recommended Books

Animal Rights Handbook. Venice, CA: Living Planet Press, 1990.
A step-by step guide to protecting animals in simple everyday ways.

Aardema, Verna. ***Bringing Rain to Kapiti Plain: A Nandi Tale.*** New York: Dial, 1981.
A rhyming tale of how rain was brought to the African plain.

Abernethy, Francis Edward. ***How the Critters Created Texas.*** Austin: Ellen C. Temple, 1982.
A unique creation folk tale of the Alabama-Coushatta Indians.

Abernethy, Francis Edward. ***Singin' Texas*** . Dallas: E-Heart Press, 1983.
Over a hundred songs and their Texas heritage are included, along with alternate versions.

Abernethy, Francis Edward, ed. ***Texas Toys and Games.*** Denton, TX: University of North Texas Press, 1989.
A variety of toys and games reflect the cultural migration patterns of Texas history and the creative imagination of Texas children.

Ackerman, Karen. ***Song and Dance Man.*** New York: Knopf, 1988.
Grandpa, a former vaudeville actor, entertains his grandchildren.

Adams, Douglas. ***The Hitchhiker's Guide to the Galaxy.*** New York: Pocket Books, 1979.
An off-the-wall, and way out in space novel that doesn't hesitate to explore the bizarre.

Adams, Ken. ***When I Was Your Age***. New York: Barron. 1991.
A grandfather exaggerates his childhood stories as he relates the experiences to his grandson.

Aitken, Amy. ***Kate and Mona in the Jungle.*** New York: Bradbury Press, 1981.
Kate and Mona visit an imaginary jungle after a visit to the zoo.

Alexander, Lloyd. ***The Jedera Adventure***. New York: Dutton, 1988.
When a girl tries to return a library book, she finds the library is in the mythical kingdom of Jedera.

Alexander, Martha. ***Where Does the Sky End, Grandpa?*** San Diego: Harcourt, 1992.
A small child asks many interesting questions as he walks with his grandfather at the end of the day.

Aliki. ***How a Book is Made***. New York: Crowell, 1986.
Describes how a book is created and published.

Aliki. ***We Are Best Friends.*** New York: Greenwillow Books, 1982.
Two boys are separated when one moves away, but they find a way to make new friends and still remain friends.

Allen, Judy. ***Elephant.*** Cambridge, MA: Candlewick, 1993.
A girl realizes the effect of the ivory trade on elephants after finding an ivory bracelet.

Allen, Judy. ***Panda.*** Cambridge, MA: Candlewick, 1993.
No one believes that a young boy saw a panda when he takes a picture of a panda and the camera breaks.

Alter, Judy. ***Texas ABC Book.*** Fort Worth: Picnic Express, 1981.
An all-ages alphabet book listing words particular to the state of Texas.

Ames, Lee J. and Warren Budd. ***Draw 50 Endangered Animals.*** New York: Doubleday, 1993.
Drawing book of various endangered animals.

Andersen, Hans Christian. ***The Emperor and the Nightingale.*** New York: Philomel Books, 1987.
The classic Chinese fairy tale of an emperor and his nightingale.

Andersen, Hans Christian. ***The Steadfast Tin Soldier.*** Boston: Houghton Mifflin, 1979.
A classic tale of courage and tragedy.

Anno, Mitsumasa, et al. ***All in a Day***. New York: Putnam, 1986.
Explores the differences and similarities of eight children's life styles in cities around the world.

Apfel, Necia H. ***Voyager to the Planets.*** New York: Clarion, 1991.
Examines the findings of the space probes Voyager I and Voyager II.

Arnold, Tedd. ***Green Wilma***. New York: Dial, 1993.
A frog wrecks havoc by chasing flies in a school, only to discover it was all a dream.

Asch, Frank. ***Hands Around Lincoln School.*** New York: Scholastic, 1994.
A girl organizes a Save the Earth club in her school to promote environmental awareness.

Asch, Frank. ***Happy Birthday, Moon.*** New York: Prentice Hall, 1982.
A little bear wants to give the moon a birthday present.

Asch, Frank. ***Milk and Cookies.*** Milwaukee: Gareth Stevens, 1992.
Baby Bear dreams of feeding milk and cookies to a dragon, then must be persuaded by Grandpa that the dragon was only a wood stove.

Asch, Frank. ***Moongame.*** New York: Prentice Hall, 1984.
Baby Bear plays a delightful game with the moon.

Asch, Frank. ***Starbaby.*** New York: Scribner, 1980.
A starbaby falls to the Earth from his home in the sky and must live in the ocean and then with a fisherman and his wife.

Asimov, Isaac. ***Space Garbage.*** Milwaukee: Gareth Stevens, 1989.
Examines space debris and the causes, dangers, and efforts to clean up various forms of space pollution.

Auch, Mary Jane. ***Peeping Beauty***. New York: Holiday House, 1993.
A naive chicken is enticed into a dangerous position by a clever fox.

Baass, Mildred Vorpahl. ***Mythology in Verse: or the "Why" in Myths.*** Chicago: Adams Press, 1980.
Mythological tales and their connection to the earth and society is presented in verse form.

Baillie, Allan. ***Drac and Gremlin.*** New York: Dial, 1989.
Drac, the Warrior Queen of Tirnol Two, is threatened by the Gremlin of Groaning Grotto as two children play pretend.

Baker, Jeannie. ***Where the Forest Meets the Sea.*** New York: Greenwillow Books, 1987.
A young boy considers the earth while on a camping trip to the Rainforest with his father.

Baker, Jeannie. ***Window.*** New York: Greenwillow Books, 1991.
A wordless book depicts the changes in the environment and life as a boy grows to adulthood.

Ballard, Robin. ***Granny and Me.*** New York: Greenwillow Books, 1992.
Annie and her grandmother do various activities together, including looking at old family photos.

Banks, Kate. ***Alphabet Soup***. New York: Knopf, 1988.
A little boy daydreams, rather than eat his alphabet soup.

Banks, Lynne Reid. ***Indian in the Cupboard.*** New York: Doubleday, 1986.
A boy discovers toys will come alive when put in a magic cupboard.

Barrett, Judith. ***Cloudy With a Chance of Meatballs.*** New York: Macmillan, 1978.
Food falls from the sky in the magic land of Chew and Swallow.

Baskin, Hosie and Leonard. ***A Book of Dragons.*** New York: Knopf, 1985.
Twenty dragons taken from mythology and literature are presented with illustrations.

Bauer, Marion Dane. ***What's Your Story? A Young Person's Guide to Writing Fiction.*** New York: Clarion, 1993.
A handbook that guides children in the art of writing fiction .

Baum, L Frank. ***The Wizard of Oz.*** New York: Henry Holt, 1982.
The classic Oz story illustrated by Michael Hague.

Baylor, Byrd. ***Best Town in the World.*** New York: Scribner, 1983.
A child retells his father's memories of growing up in Texas.

Bellamy, David. ***How Green Are You?*** New York: Potter, 1991.
Information and projects that teach children and their families how to conserve energy, protect the wildlife, and reduce pollution.

Bellamy, David. ***The Roadside.*** New York: Crown, 1988.
The struggle of wilderness animals facing the construction of a six-lane highway.

Berenzy, Alix. ***A Frog Prince.*** New York: Henry Holt, 1989.
The story of a frog who loved a princess told from the frog's point of view.

Berger, Barbara. ***Grandfather Twilight.*** New York: Putnam, 1984.
Grandfather Twilight explains the coming of night by walking through the woods to the sea and releasing a pearl that becomes the moon.

Bloyd, Sunni. ***Endangered Species.*** Overview Series. San Diego: Lucent, 1989.
Describes how and why various species of animals and the tropical rain forests are threatened with extinction and discusses the importance of ensuring their survival..

Borges, Jorge Luis. ***Book of Imaginary Beings.*** New York: Dutton, 1969.
An exploration of imaginary beings taken from literature and myths around the world.

Bowden, Marcia. ***Nature for the Very Young .*** New York: John Wiley & Sons, 1989.
Nature activities for the very young, including recipes, songs, stories, poetry, and drawings.

Branley, Franklyn M. ***The Big Dipper.*** New York: HarperCollins, 1991.
A science book which reveals the basic details surrounding the Big Dipper.

Branley, Franklyn M. ***The Sky is Full of Stars.*** Let's Read and Find Out Science Book. New York: Crowell, 1983.
This science book explains simple ways to locate constellations throughout the year.

Brenner, Barbara, ed. ***The Earth is Painted Green.*** New York: Scholastic, 1994.
A collection of poems from around the world in appreciation of our planet.

Broger, Achim and Manfred Schluter. ***The Red Armchair.*** Wilmington, DE: Atomium Books, 1991.
Two children find adventure in a red armchair bought at a garage sale.

Brown, Laurie Krasney and Marc Brown. ***Dinosaurs to the Rescue! A Guide to Protecting Our Planet.*** Boston: Little, Brown, 1994.
Dinosaurs give practical tips and projects on the three R's (Reduce, Reuse, and Recycle).

Brown, Ruth. ***The World that Jack Built.*** New York: Dutton, 1991.
A variation on the cumulative nursery rhyme which addresses air pollution.

Browne, Anthony. ***I Like Books.*** New York: Knopf, 1988.
The story of a young chimp's love for books of all types.

Brunoff, Laurent de. ***Babar Visits Another Planet.*** New York: Random House, 1972.
Babar and his family are kidnapped and taken to another planet.

Burnie, David. ***How Nature Works.*** Pleasantville, NY: Readers Digest, 1991.
One hundred ways kids and parents can share the secrets of nature.

Burningham, John. ***Hey! Get Off Our Train.*** New York: Crown, 1989.
On this magical journey of a young boy and his trip on a toy train, endangered species are taken aboard and given sanctuary.

Burningham, John. ***Where's Julius?*** New York: Crown, 1986.
Julius' fantasy adventures keep him from enjoying real life.

Bustard, Anne. ***T is for Texas.*** Stillwater, OK: Voyageur Press, 1989.
Sights and symbols of Texas are introduced in this alphabet book.

Carle, Eric. ***Papa, Please Get the Moon for Me.*** Natick, MA: Picture Book Studio, 1986.
A girl's father tries to get the moon for his daughter but finally admits it is too large to bring home.

Carle, Eric. ***The Very Hungry Caterpillar.*** New York: Putnam, 1989.
The story of a week in the life of a tiny caterpillar, the things he eats, and his amazing transformation into a beautiful butterfly.

Carroll, Lewis. ***Alice's Adventures in Wonderland.*** New York: Henry Holt, 1982.
Alice's adventures come alive with the illustrations of Michael Hague.

Carter, Ann. ***Beauty and the Beast.*** New York: Crown, 1986.
Renaissance-style illustrations accompany the text of this traditional fairy tale.

Carter, Ann, comp. ***Birds, Beasts and Fishes.*** New York: Crown, 1991.
A collection of poetry about all kinds, shapes, sizes, etc. of animals.

Casad, Mary Brooke. ***Bluebonnet at the Johnson Space Center.*** Dallas: Hendrick -Long, 1994.
Bluebonnet the armadillo takes a tour of the Johnson Space Center and is asked to participate on a shuttle flight.

Cazet, Denys. ***Mother Night.*** New York: Orchard, 1989.
A pleasant, comforting book about Mother Night, "the keeper of dreams."

Cherry, Lynne. ***The Armadillo from Amarillo.*** San Diego: Harcourt, 1994.
Sasparillo, an armadillo from Texas, sets off to find out where he is in the universe.

Cherry, Lynne. ***Great Kapok Tree: A Tale of the Amazon Rain Forest.*** San Diego: Harcourt, 1990.
When a worker falls asleep, an Indian boy and several animals explain to him the importance of the trees and rainforest.

Chorao, Kay. ***The Baby's Story Book.*** New York: Dutton, 1989.
A collection of fables and folk tales for the very young.

Cleary, Beverly. ***Dear Mr. Henshaw.*** New York: Morrow, 1983.
A boy writes to his favorite writer about his personal problems.

Cleary, Beverly. ***The Mouse and the Motorcycle.*** New York: Morrow, 1965.
A mouse befriends a bow with a toy motorcycle.

Clifford, Eth. ***Help! I'm a Prisoner in the Library.*** Boston: Houghton Mifflin, 1979.
Two children are locked in a library after it closes.

Coffelt, Nancy. ***Dogs in Space.*** San Diego: Gulliver Books, 1993.
Dogs have a grand time playing among the planets while learning about them.

Cohen, Barbara. ***Roses.*** New York: Lothrop, Lee & Shepard Books, 1994.
A modernized version of "Beauty and the Beast" in which a girl is forced to work in the flower shop owned by a disfigured man.

Cohn, Amy, comp. ***From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs.*** New York: Scholastic, 1993.
More than 140 songs, tales, poems and stories describing the history of America and its multicultural heritage.

Cole, Joanna. ***The Magic School Bus Lost in the Solar System.*** New York: Scholastic, 1990.
Students blast off to explore the stars and planets in a magic bus during Ms. Fizzle's science class.

Cook, Ann. ***What Was It Like? When Your Grandparents Were Your Age.*** New York: Pantheon, 1976.
Life in the United States during the 1920's and 30's.

Cornell, Joseph. ***Sharing Nature With Children.*** Nevada City, CA: Dawn Publications, 1979.
A guidebook to nature-awareness through a multitude of creative and none competitive games and activities.

Cowen-Fletcher, Jane. ***Mama Zooms.*** New York: Scholastic, 1993.
A mother who uses a wheelchair takes her child on a delightful, exciting ride on her lap.

Czernecki, Stefan. ***Bear in the Sky.*** New York: Hyperion, 1990.
This constellation tale tells of the Great Bear who dances in the forest and who escaped from a selfish princess.

D'Aulaires, Ingi and Edgar. ***D'Aulaires' Norse Gods and Giants.*** New York: Doubleday, 1967.
A collection of stories about the gods and giants of Nordic mythology.

Dahl, Roald. ***The BFG.*** New York: Farrar, 1982.
A girl is saved by a friendly giant and finds herself in a new environment.

DeClements, Barthe. ***Sixth Grade Can Really Kill You.*** New York: Viking, 1985.
Helen fears being stuck in the sixth grade until a teacher discovers her reading problem.

De Paola, Tomie. ***The Cloud Book: Words and Pictures.*** New York: Holiday House, 1975.
Explores the different types of clouds and the myths that have been inspired by their shapes.

De Paola, Tomie. ***The Legend of the Bluebonnet: An Old Tale of Texas.*** New York: Putnam, 1983.
This Comanche legend tells the origin of the state flower in a tale of a young girl who sacrifices her doll to end a drought.

De Paola, Tomie. ***Michael Bird-Boy.*** New York: Simon & Schuster, 1975.
A boy who always wears a bird suit battles pollution produced by a Honey Syrup factory.

De Paola, Tomie. ***Pecos Bill.*** New York: Morrow, 1986.
De Paolo creatively depicts the legendary frontier hero, Pecos Bill.

De Paola, Tomie. ***Tomie De Paola's Favorite Nursery Tales.*** New York: Putnam, 1986.
A collection of over 25 poems, stories, and fables from traditional folk and fairy tales.

Dewey, Adrianne. ***Febold Feboldson.*** New York: Greenwillow Books, 1984.
A tall tale of the first Nebraskan farmer.

Doughty, Robin W. And Barbara M. Paramenter. ***Endangered Species: Disappearing Animals and Plants in the Lone Star State.*** Houston: Gulf, 1989.
A guide to various plants and animals around Texas which are in danger of becoming extinct.

Dr. Seuss. ***The Lorax.*** New York: Random House, 1971.
A little creature tries to save the trees from environmental destruction.

Drake, Jane and Ann Love. ***The Kids' Summer Handbook.*** New York: Ticknore & Fields, 1994.
Safety tips, ecological pointers, sing-alongs, stories, and over one hundred activities for outdoor vacations for the whole family.

Drescher, Henrik. ***Simon's Book.*** New York: Lothrop, Lee & Shepard, 1983.
A monster chases Simon through the pages of his drawing pad.

Drescher, Joan E. ***Your Family, My Family.*** New York: Walker, 1980.
This book outlines the strengths of family life and different types of families.

Duncan, Lois. ***Songs of Dreamland.*** New York: Knopf, 1989.
A collection of lullabies and poems about sleep.

Durell, Ann ed.. ***The Big Book For Our Planet.*** New York: Dutton, 1993.
In a tribute to the planet Earth, this collection shows how nature is threatened by human actions, and the need to celebrate and preserve our home.

Durell, Ann. ***The Big Book for Peace.*** New York: Dutton, 1990.
A collection of poems and stories regarding the wisdom of peace and the absurdity of fighting.

Durell, Ann ed. ***The Diane Goode Book of American Folk Tales and Songs.*** New York: Dutton, 1989.
This collection of American heritage combines folk songs with well known and not so well known tall tales.

Earth Works Group. ***Fifty Simple Things You Can Do to Save the Earth.*** Berkeley, CA: Earth Works Press, 1989.
Ideas for families who are concerned about saving energy and the environment.

Ehrlich, Amy. ***The Random House Book of Fairy Tales.*** New York: Random House, 1985.
Illustrated by Diane Goode, this collection contains nineteen favorite fairy tales by Hans Christian Anderson, Charles Perrault, and the Grimm brothers.

Emberley, Ed. ***The Wizard of Op.*** Boston: Little, Brown, 1975.
An inept wizard casts spells which are demonstrated through optical art.

Emberly, Rebecca. ***City Sounds.*** Boston: Little, Brown, 1988.
A picture book that captures the sounds of the city.

Erickson, John. ***Cowboys are Partly Human.*** Houston: Gulf Publishing, 1994.
A collection of witty and reflective short pieces on cowboy life.

Erickson, John. ***Hank the Cowdog.*** Perrytown, TX: Maverick Books, 1984.
A ranch dog is falsely accused of chicken-stealing and must take to the open range. (See other books in this series.)

Felix, Monique. ***The Story of a Little Mouse Trapped in a Book.*** La Jolla, CA: Green Tiger Press, 1980.
A mouse trapped inside a book chews his way out and escapes to the countryside on a paper airplane.

Few, Roger. ***Macmillan Children's Guide to Endangered Animals.*** New York: Macmillan, 1993.
A guide to the various endangered animals around the world.

Filion, Pierre. ***Pikolo's Night Voyage.*** Buffalo, NY: Firefly Books, 1994.
The adventures of Pikolo and his magic wooden train.

Fischetto, Laura. ***The Jungle Is my Home.*** New York: Viking, 1991.
A story of the predicament of animals facing jungle destruction.

Fleischman, Paul. ***I am Phoenix: Poems for Two Voices.*** New York: HarperCollins, 1985.
Poems about various birds are written to be read aloud by two readers in unison.

Fleischman, Paul. ***Joyful Noise: Poems for Two Voices.*** New York: HarperCollins, 1988.
Fourteen poems to be read aloud by two voices celebrate the sounds and beauty of a variety of insects.

Fleisher, Paul. ***Ecology A to Z.*** New York: Crestwood House, 1994.
An environmental guide to problems facing our world, and hopes for their solution.

Fleming, Denise. ***Barnyard Banter***. New York: Henry Holt, 1994.
Barnyard animals enjoy life in the outdoors.

Fleming, Denise. ***Count!*** New York: Henry Holt, 1992.
A simple counting book of animals using Denise Fleming's creative illustrations.

Fleming, Denise. ***In the Small, Small Pond.*** New York: Henry Holt, 1993.
Life in a small pond comes alive with the illustrations of Denise Fleming.

Fleming, Denise. ***In the Tall, Tall Grass.*** New York: Henry Holt, 1991.
A child discovers new and exciting things in the tall grass.

Fleming, Denise. ***Lunch***. New York: Henry Holt, 1992.
Several different animals leap from the page to snatch their lunch.

Fleming, Denise. ***Painting With Paper.*** New York: Henry Holt, 1994.
A paper making kit which provides the materials and instructions to make paper using Denise Fleming's unique style.

Florian, Douglas. ***Nature Walk.*** New York: Greenwillow Books, 1989.
A walk through the woods with two children as they explore trails and observe the nature around them.

Flynn, Robert and Susan Russell. ***When I Was Just Your Age.*** Denton: University of North Texas, 1992.
Interviews with thirteen people who grew up in Texas or the Southwest, including activities to help young people begin to gather stories of the past.

Freedman, Russell. ***Children of the Wild West.*** New York: Clarion, 1983.
Photographs and text describe the life children in the west during the 1840's.

Friedman, Ina R. ***How My Parents Learned to Eat.*** Boston: Houghton Mifflin, 1984.
A Japanese-American girl talks about her American father and her Japanese mother, sharing the cultural eating customs of each.

Froud, Brian and Alan Lee. ***Faeries.*** New York: 1978.
A grand collection of a variety of "faeries" including water faeries, pixies, leprechauns, and others.

Gallant, Roy. ***Constellations: How They Came to Be.*** New York: Four Winds Press, 1991.
This guide to the constellations explains how to locate the key stars and explains the mythology surrounding them.

Gardner, Beau. ***Guess What?*** New York: Lothrop, Lee & Shepard, 1985.
Clever designs are actually a parts of an animals bodies.

Gardner, Beau. ***The Turn About, Think About, Look About Book.*** New York: Lothrop, Lee & Shepard, 1980.
Turning this book around and around reveals many different shapes and figures.

George, Jean Craighead. ***Who Really Killed Cock Robin?*** New York: HarperCollins, 1991.
The death of a special robin brings better awareness of ecological relationships to a town.

Geraghty, Paul. ***Stop That Noise.*** New York: Crown, 1992.
A treemouse learns to appreciate the sounds of other animals after hearing the noise of a machine destroying the forest.

Gibbons, Gail. ***Paper, Paper, Everywhere.*** San Diego: Harcourt, 1983.
A colorful picture book exploring the mysteries of paper making.

Gibbons, Gail. ***Recycle! A Handbook for Kids.*** Boston: Little Brown, 1992.
Discusses the process of recycling from beginning to end in simple terms.

Gikow, Louise and Ellen Weiss. ***For Every Child, A Better World.*** Racine, WI: Western, 1993.
Published in cooperation with the United Nations. Kermit the Frog explains many problems the world faces today.

Ginsburg, Mirra. ***Where Does the Sun Go at Night?*** New York: Morrow, 1980.
This Armenian folk song tells a tale of the sun and of family relationships.

Goodall, John S. ***The Story of Main Street.*** New York: Macmillan, 1987.
A wordless book that chronicles the history of a main street.

Grahame, Kenneth. ***The Reluctant Dragon.*** New York: Holt, Rinehart & Winston, 1983.
The story of a boy who makes friends with a peaceful dragon.

Greaves, Margaret. ***The Star Horse.*** Hauppauge, NY: Barron's, 1992.
An old carousel horse is granted a wish and takes a boy on an adventure to find the greatest horse of all.

Greenblat, Rodney A. ***Aunt Ippy's Museum of Junk.*** New York: HarperCollins, 1991.
A visit to Aunt Ippy's house takes two children on a hunt for a strange item while they learn about their Aunt's collection.

Greenfield, Eloise. ***Big Friend, Little Friend.*** New York: Black Butterfly Children's Books, 1991.
Board book with black children and their friends.

Griego, Margaret C. ***Tortillas para Mama: And other Nursery Rhymes, Spanish and English.*** New York: Henry Holt, 1981.
Latin American nursery rhymes are offered in Spanish and English.

Grifalconi, Ann. ***Village of Round and Square Houses.*** Boston: Little, Brown, 1986.
A grandmother explains why the men live in square houses and the women live in round houses in a town on the side of a volcano.

Griffith, Helen V. ***Plunk's Dreams.*** New York: Greenwillow Books, 1990.
A little boy imagines adventures that must be in his dog's dreams.

Grover, Max. ***Accidental Zucchini: An Unexpected Alphabet.*** San Diego: Harcourt, 1993.
Amusing images accompany each letter of the alphabet.

Gryski, Camilla. ***Friendship Bracelets.*** New York: Morrow, 1993.
Directions on how to make a variety of colorful friendship bracelets.

Gurney, James. ***Dinotopia.*** Atlanta, GA: Turner Publishing, 1992.
An imaginary tale of a world where people and dinosaurs lived side by side.

Gwynne, Fred. ***A Chocolate Moose for Dinner.*** New York: Simon & Schuster, 1980.
Hearing her parents talk about chocolate mousse, shoe trees, and other things, a young girl puts her imagination to work.

Gwynne, Fred. ***Pondlarker.*** New York: Simon & Schuster, 1990.
A modified version of the "Frog Prince" who must seek the kiss of a maiden to fulfill his princely ambitions.

Hadley, Eric and Tessa. ***Legends of the Sun and Moon.*** New York: Cambridge Press, 1983.
This collection of legends from around the world provides imaginative explanations for the rising and setting of the sun, and for the waning and waxing of the moon.

Hague, Michael, ed. ***Michael Hague's Favorite Hans Christian Andersen Fairy Tales.*** New York: Holt, Rinehart & Winston, 1981.
A collection of Hans Christian Andersen's fairy tales illustrated by Michael Hague.

Hallinan, P.K. ***Just Open a Book.*** Chicago: Children's Press, 1981.
A rhyme describing the adventures that can be found in books.

Haseley, Dennis. ***My Father Doesn't Know About the Woods and Me.*** New York: Atheneum, 1988.
A boy has a magic relationship with the animals in the forest and does not realize his father has the same power until he sees the eyes of a stag.

Hecht, Jeff. ***Vanishing Life: The Mysteries of Mass Extinctions.*** New York: Scribners, 1993.
A study of extinctions throughout earth's history.

Herberman, Ethan. ***City Kid's Field Guide.*** A NOVA Book. New York: Simon & Schuster, 1989.
Fascinating environmental wildlife guide to plants and creatures living in the midst of the city.

Hiller, Illo. ***Young Naturalist: From Texas Parks and Wildlife Magazine.*** College Station, TX: Texas A & M University, 1983.
Practical information taken from original magazine articles describe environmental phenomenon particular to Texas.

Hines, Anna G. ***Sky All Around.*** Boston: Houghton Mifflin, 1989.
A father's day with his child ends with a lesson on constellations.

Hoban, Russell. ***Arthur's New Power.*** New York: Dell, 1978.
A crocodile family learns how to conserve energy without electrical appliances.

Hoban, Tana. ***Look Again!*** New York: Macmillan, 1971.
Photographs of objects are shown as whole, a part, and as a part of a composition.

Hodges, Margaret. ***St. George and the Dragon: A Golden Legend.*** Boston: Little, Brown, 1984.
A reworking of the classic English tale.

Hoguet, Susan Ramsay. ***I Unpacked My Grandmother's Trunk.*** New York: Dutton, 1983.
A-Z items tumble out of grandmother's trunk in this picture book.

Hort, Lenny. ***The Boy Who Held Back the Sea.*** New York: Dial, 1987.
The tale of a small Dutch boy who saves his country from the sea.

Hughes, Shirley. ***Out and About.*** New York: Lothrop, Lee & Shepard, 1988.
The seasons are seen through the eyes of a small girl, written in rhyming text.

Hutchins, Pat. ***Good-Night Owl.*** New York: Macmillan, 1972.
Woodland animals keep Owl awake until darkness falls.

Huygen, Wil. ***Gnomes.*** New York: Abrams, 1977.
Detailed illustrations help portray the life, history, legends, customs, etc. of gnomes.

Hyman, Trina Schart. ***The Sleeping Beauty.*** Boston: Little, Brown, 1983.
The classic tale of a enchanted princess who must sleep for a hundred years.

Isadora, Rachel. ***City Seen from A to Z.*** New York: Greenwillow Books, 1983.
An alphabet book of everyday objects in the city.

Isadora, Rachel. ***Friends.*** New York: Greenwillow Books, 1990.
The joy of first friendship is shown as friends learn to share in various activities.

Jakes, John. ***Susanna of the Alamo.*** Dallas: Hendrick-Long, 1986.
A courageous woman survives the massacre at the Alamo.

James, Simon. ***My Friend Whale.*** New York: Bantam Books, 1991.
A child befriends a whale which is later never seen again.

Jenness, Aylette. ***Families: A Celebration of Diversity, Commitment, and Love.*** Boston: Houghton Mifflin, 1993.
Seventeen personal stories give insight into the differences, problems, and joys of the various family situations.

Jeunesse, Gallimard and Rene Mettler. ***The Rain Forest.*** New York: Scholastic, 1992.
A colorful look at a rain forest and the animals who live there.

Johnson, Angela. ***Tell Me a Story, Mama.*** New York: Orchard, 1989.
A young black girl asks her mother to tell her stories of her childhood.

Johnson, Angela. ***When I am Old With You.*** New York: Orchard, 1990.
A child imagines being old with his grandfather and all the things they can share together.

Johnston, Tony. ***Yonder.*** New York: Dial, 1988.
The story of one family's beginning during the nineteenth century.

Jonas, Ann. ***Aardvarks, Disembark.*** New York: Greenwillow Books, 1990.
Noah calls little known and endangered animals out of the ark after the flood.

Jonas, Ann. ***Round Trip.*** New York: Greenwillow Books, 1983.
Sights of the city can be seen from a variety of angles by turning the book upside down.

Kalman, Benjamin. ***Animals in Danger.*** New York: Random House, 1982.
A collection of poems about endangered and extinct animals who live together in harmony.

Keller, Holly. ***Grandfather's Dream.*** New York: Greenwillow Books, 1994.
A grandfather and his grandson long for the cranes to return after the end of the Vietnam War.

Kellogg, Steven. ***Paul Bunyan.*** New York: Morrow, 1994.
The story of that extraordinary lumberjack is told through creative text and illustrations.

Kohl, Mary Ann F. ***Good Earth Art.*** Bellingham, WA: Bright Ring Publishing, 1991.
Environmental art which makes use of natural materials or reuses household items.

Krahn, Fernando. ***The Mystery of the Giant's Footprints.*** New York: Dutton, 1977.
A family tracks a mysterious giant through the snow.

Krupp, E.C. ***Big Dipper and You.*** New York: Morrow Jr. Books, 1989.
The legends and scientific facts are presented regarding the Big Dipper.

Landau, Elaine. ***Endangered Plants.*** New York: Franklin Watts, 1992.
Describes various plants which are in danger of becoming extinct and what is being done to preserve them.

Lauber, Patricia. ***Journey to the Planets.*** New York: Crown, 1993.
A tour of the planets incorporates the newest findings by space probes.

Lauber, Patricia. ***Seeing Earth From Space.*** New York: Orchard, 1990.
Text and photos taken from space depict the nature, evolution, and future of Earth.

Lavies, Bianca. ***Compost Critters.*** New York: Dutton, 1993.
As the process and contributing creatures of a compost heap are revealed through magnified photographs, composting takes on a beauty of itself.

Lederer, Richard. ***Anguished English.*** Charleston, SC: Wyrick & Company, 1987.
A collection of misuses, writing errors, and bloopers used in student's papers, signs, newspapers, and speeches across the country.

Leedy, Loreen. ***The Great Trash Bash.*** New York: Holiday House, 1991.
The animals of the town of Beaston discover ways to recycle and control their trash.

Leedy, Loreen. ***Postcards from Pluto: A Tour of the Solar System.*** New York: Holiday House, 1993.
A group of children tour the solar system and send informational postcards back to earth.

Lester, Alison. ***Imagine.*** Boston: Houghton Mifflin, 1990.
Imagine what it would be like to live in the jungle or on an ice cap. Imagine what kind of animal friends would live there.

Levine, Arthur A. ***Pearl Moscowitz's Last Stand.*** New York: Morrow, 1993.
The trees in a special neighborhood are slowly destroyed until a concerned citizen takes matters into her own hands
Levy, Elizabeth. ***Something Queer in Outer Space.*** New York: Hyperion, 1993.
Two girls come to the rescue when someone sabotages a dog's space mission.

Lewis, C. S. ***The Lion the Witch and the Wardrobe.*** New York: Macmillan, 1988.
The classic story of four children who stumble through a wardrobe into a magical land. (See also other books in the **Chronicles of Narnia** series.)

Linden, Madeline Gill. ***Under the Blanket.*** Boston: Little, Brown, 1987.
The adventures of lion and mouse as they hunt for their friend.

Livingston, Myra Cohn, ed. ***I Like You, If You Like Me: Poems of Friendship.*** New York: Macmillan, 1987.
Lively poems on the theme of friendship.

Livingston, Myra Cohn. ***Earth Songs.*** New York: Holiday House, 1986.
The earth speaks in first person lyrical text in celebration of the planet.

Lobel, Arnold. ***Frog and Toad are Friends.*** New York: Harper & Row, 1970.
Five chapter stories of Frog and Toad and the excitement and affection of their friendship.

Lobel, Arnold. ***On Market Street.*** New York: Greenwillow Books, 1981.
Each letter of the alphabet is represented by the wares a child finds on Market Street.

London, Jonathan. ***The Eyes of the Gray Wolf.*** San Francisco: Chronicle Books, 1993.
The adventures of a gray wolf searching for its mate.

Love, Ann and Jane Drake. ***Take Action: An Environmental Book for Kids.*** New York: Beech Tree, 1992.
Discusses the importance of nature and what can be done to protect the environment by kids.

Lowry, Lois. ***The Giver.*** Boston: Houghton Mifflin, 1993.
A boy coming of age in what seems to be a perfect society realizes that all is not what it seems.

Lurie, Alison. ***The Heavenly Zoo: Legends and Tales of the Stars.*** New York: Farrar, 1979.
This is an excellent book which tells sixteen legends of constellations.

MacGill-Callahan, Sheila. ***And Still the Turtle Watched.*** New York: Dial, 1991.
Environmental changes befall a stone guardian through the passage of time in this tale of the Delaware people.

MacLachlan, Patricia. ***Baby.*** New York: Delacorte, 1993.
A twelve-year old girl and her family find an abandoned baby in a basket on their driveway.

MacLachlan, Patricia. ***Sarah, Plain and Tall.*** New York: Harper & Row, 1985.
A young mail order bride comes to the prairie to join a man and his two small children.

Maestro, Betsy and Giulio Maestro. ***Traffic: A Book of Opposites.*** New York: Crown, 1981.
Opposite concepts are reviewed as a little car travels from city to country.

Mahy, Margaret. ***The Boy Who Was Followed Home.*** New York: Franklin Watts, 1975.
A young boy is followed home by a mysterious animal.

Makower, Joel. ***The Green Consumer.*** New York: Viking, 1993.
A revised and updated edition which gives tips and information about concerned citizens can do to help their environment.

Makower, Joel. ***The Green Consumer Supermarket Guide: Brand Name Products That Don't Cost the Earth.*** New York: Viking, 1991.
A guide for consumers who wish to make wise environmentally conscious decisions when purchasing products.

Manning-Sanders, Ruth, ed. ***Book of Magical Beasts.*** Camden, NJ: Nelson, 1970.
An anthology of poems and short stories concerning magical creatures taken from modern and ancient tales from around the world.

Massachusetts Audubon Society. ***The Energy Saver's Handbook: For Town and City People.*** Emmaus, PA: Rodale Press, 1982.
A manual for all who are interested in energy conservation.

Mayers, Florence Cassen. ***National Air and Space Museum ABC.*** New York: Abrams, 1987.
From the collection of the National Air and Space Museum, these images represent the earliest days of space exploration and technology while traveling through the alphabet.

McCaffrey, Anne. ***Dragonsong.*** New York: Antheneum, 1976.
The first book of the trilogy which takes place in the land of Pern.

McClung, Robert M. ***Lost Wild America.*** New York: Morrow, 1993.
A document of the history of extinct and endangered species and the growth of the ecology movement.

McLerran, Alice. ***Roxaboxen.*** (Illustrated by Cooney, Barbara.) New York: Lothrop, Lee & Shepherd, 1991.
Two sisters and their friends create an imaginary town on a hill with only rocks and wooden boxes.

Medearis, Angela Shelf. ***Picking Peas for a Penny.*** New York: Scholastic, 1990.
An original counting book focusing on life during the Great Depression.

Medearis, Angela Shelf. ***The Zebra Riding Cowboy.*** New York: Henry Holt, 1992.
In this depiction of an old western folk song, a stranger who enters a cowboy camp must prove himself.

Mendoza, George and David Stolz. ***Traffic Jam.*** New York: Stewart, Tabori & Chang, 1990.
A family is caught in a traffic jam created by animals.

Miles, Betty. ***Save the Earth: An Action Handbook for Kids***. New York: Knopf, 1991.
Information, stories, poems, and activities to encourage children to save the earth's resources.

Milord, Susan. ***Hands Around the World: 365 Creative Ways to Build Cultural Awareness and Global Respect.*** Charlotte, VT: Williamson, 1992.
Crafts, activities, projects, and other items of interest centered on multicultural appreciation and environmental awareness.

Milord, Susan. ***Kid's Nature Book: 365 Indoor/Outdoor Activities & Experiences.*** Charlotte, VT: Williamson, 1989.
Activities, poems, and stories relating to nature exploration for every day of the year.

Minsberg, David. ***The Bookmonster.*** Weehawken, NJ: Littlebee, 1981.
A class awaits the arrival of the bookmonster.

Moon, Pat. ***Earth Lines: Poems for the Green Age.*** New York: Greenwillow Books, 1991.
Original poems stress the importance of protecting our environment and the animals which are being threatened.

Morimoto, Junko. ***The Inch Boy.*** New York: Viking, 1986.
A Japanese version of the tale of Tom Thumb.

Mosel, Arlene. ***Tikki Tikki Tembo.*** New York: Henry Holt, 1986.
An explanation of why the Chinese no longer give their firstborn child long names.

Naden, Corinne J. ***John Henry, Steel Driving Man.*** Mahwah: Troll Associates, NJ: 1980.
The story of the famous folk tale hero, John Henry.

Nickl, Peter. ***The Story of the Kind Wolf***. Buffalo, NY: Firefly, 1988.
A story of a very non-stereotypical wolf.

Nightingale, Sandy. ***A Giraffe on the Moon.*** San Diego: Harcourt, 1991.
A young child dreams of a giraffe on the moon, a cat in a balloon, and a dinosaur on skis.

Nixon, Joan Lowery. ***If You Say So, Claude.*** New York: Frederick Warne, 1980.
An amusing frontier couple travels west in search of a place to homestead. (See also other books in this series.)

Noble, Trina Hakes. ***The Day Jimmy's Boa Ate the Wash***. New York: Dial, 1980.
Jimmy's pet snake eats the laundry while sleeping.

Nolan, Dennis. ***Dinosaur Dream.*** New York: Macmillan, 1990.
After reading a book a child dreams of dinosaurs while sleeping.

O'Brien, Robert C. ***Mrs. Frisby and the Rats of NIMH.*** New York: Macmillan, 1971.
Rats which have gained human intelligence escape from their laboratory to start a community of their own.

Oppenheim, Joanne. ***The Story Book Prince***. San Diego: Harcourt, 1987.
A young prince can't sleep, so his subjects try to wear him out.

Osborne, Mary Pope. ***American Tall Tales.*** New York: Knopf, 1991.
A collection of stories about famous folk tale heroes and illustrated by creative wood engravings by Michael McCurdy.

Osborne, Mary Pope. ***Favorite Greek Myths.*** New York: Scholastic, 1989.
Twelve Greek myths including "King Midas" and "Cupid and Psyche."

Osborne, Mary Pope. ***Mermaid Tales from Around the World.*** New York: Scholastic, 1993.
A collection of mermaid tales from countries such as: France, Greece, Ireland, the Ukraine, Nigeria, Iran, Germany, and many others.

Oxenbury, Helen. ***Family.*** New York: Wanderer Books, 1981.
A board book picturing a baby with different family members.

Oxenbury, Helen. ***Tom and Pippo Read a Story.*** New York: Macmillan, 1988.
Tom reads a story to his stuffed monkey.

Paladino, Catherine. ***Our Vanishing Farm Animals: Saving America's Wild Breeds***. Boston: Joy Street Books, 1991.
Describes the plight of eight breeds of endangered animals being raised on small family farms.

Paterson, Katherine. ***Bridge to Terabithia.***. New York: Harper, 1977.
A young boy experiences true friendship in an imaginary land.

Paulsen, Gary. ***Night the White Deer Died.*** New York: Delacorte, 1990.
A boy dreams of an Indian and solves a mystery.

Paulsen, Gary. ***The Winter Room.*** New York: Orchard, 1989.
A young boy growing up in Minnesota remembers his Norwegian tales of an imaginative past.

Peet, Bill. ***Farewell to Shady Glade.*** Boston: Houghton Mifflin, 1966.
Sixteen frightened animals must seek a new home when their forest is threatened by development.

Perrault, Charles. ***The Complete Fairy Tales of Charles Perrault.*** New York: Clarion, 1993.
A collection of eleven fairy tales including "Red Riding Hood," "Cinderella," and other favorites.

Petty, Kate. ***The Planets***. New York: Franklin Watts, 1984.
A very simple guide to the planets.

Polacco, Patricia. ***Appelemando's Dreams.*** New York: Philomel Books, 1991.
Appelemando seems to daydream his time away, until one day his dreams change the village forever.

Polacco, Patricia. ***Keeping Quilt.*** New York: Simon & Schuster, 1989.
A handmade quilt links the generations of a family together.

Porter, Connie Rose. ***Meet Addy: An American Girl.*** Middleton, WI: Pleasant, 1993.
An American girl escapes to freedom during the Civil War era. (See also other books in the **American Girl Series**.)

Provensen, Alice and Martin Provensen. ***Shaker Lane.*** New York: Viking, 1987.
The evolution of a neighborhood occurs as two shaker women are forced to sell off their land and the area is developed.

Rice, James. ***Cowboy Alphabet.*** Dallas: Hendrick-Long, 1977.
This alphabet book focuses on introducing the reader to cowboy life.

Rice, Paul. ***As Dead as a Dodo***. Boston: Godine, 1981.
Discusses the reasons for the extinction of sixteen different animals.

Ride, Sally and Susan Okie. ***To Space and Back***. New York: Lothrop, Lee & Shepard, 1986.
The first woman in space explains what a trip into space on the space shuttle is like.

Rockwell, Anne. ***The Robber Baby: Stories from the Greek Myths***. New York: Greenwillow Books, 1994.
Greek myths are told in a simplified and amusing manner.

Rojankovsky, Feodor, ed. ***The Tall Book of Nursery Tales***. New York: Harper, 1975.
A unique format is used for traditional fairy and nursery tales.

Rotner, Shelley and Ken Kreisler. ***Citybook***. New York: Orchard, 1994.
Images of the city dazzle a visiting young boy.

Roughsey, Dick. ***The Rainbow Serpent***. Raleigh, NC: Stevens, 1988.
Stories from Australia's aborigines, featuring a giant serpent who wriggled across the earth creating land formations.

Ryder, Joanne. ***White Bear, Ice Bear.*** New York: Morrow Jr. Books, 1989.
Describes waking up, feeding, and the wandering of a polar bear from the bear's point of view.

Rylant, Cynthia. ***Everyday Town.*** New York: Bradbury Press, 1993.
Cut paper illustrations and cadenced poetry capture the atmosphere of a small town.

Rylant, Cynthia. ***Night in the Country.*** New York: Bradbury Press, 1986.
Explores the noises and activities that occur during the night in the country.

Rylant, Cynthia. ***When I was Young in the Mountains***. New York: Dutton, 1982.
A young woman recalls her childhood in the mountains with her grandparents.

San Souci, Daniel. ***North Country Night***. New York: Doubleday, 1990.
The story of forest animals on a snowy night.

San Souci, Robert and Brian Pinkney. ***Cut from the Same Cloth: American Women of Myth, Legend and Tall Tales***. New York: Philomel, 1993.
The tales of many of the women who have previously been overlooked in collections of American Folklore.

Say, Allen. ***Grandfather's Journey***. Boston: Houghton Mifflin, 1993.
The cross-cultural experience of a Japanese-American, and his love for both countries.

Scheer, Julian. ***Rain Makes Applesauce.*** New York: Holiday House, 1964.
A well illustrated nonsense book allows the reader to use his/her imagination in reconsidering the world.

Schlein, Mirium. ***The Year of the Panda***. New York: HarperCollins, 1990.
A young Chinese boy cares for an orphaned panda cub and learns of efforts to protect this endangered species.

Schoberle, Cecile. ***Beyond the Milky Way***. New York: Crown, 1986.
A little girl imagines that another child is looking back at her across the galaxy.

Schwartz, Alvin, ed. ***Whoppers: Tall Tales and Other Lies Collected from American Folklore***. New York: Harper, 1975.
A collection of American folk tales.

Scieszka, Jon. ***The Frog Prince Continued.*** New York: Viking, 1991.
A fanciful continuation of the "Frog Prince" in which royal marriage is not all the frog expected.

Scieszka, Jon. ***The Stinky Cheese Man and Other Fairly Stupid Stories.*** New York: Viking, 1992.
Several fairy tales are creatively rewritten to amuse the reader.

Scott, Ann Herbert. ***Cowboy Country.*** Boston: Houghton Mifflin, 1993.
Cowboy life and life on the range through the ages is depicted in this beautifully illustrated book.

Scott, Ann Herbert. ***On Mother's Lap.*** New York: Clarion, 1992.
An Eskimo boy finds love and comfort in his mother's lap, which is big enough for everyone.

Scott, Elaine. ***Adventure in Space: The Flight to Fix the Hubble.*** New York: Hyperion, 1995.
A first hand observation of the repairs made to the Hubble Space Telescope.

Seattle, Chief. ***Brother Eagle, Sister Sky.*** New York: Dial, 1991.
Chief Seattle's famous speech concerning the need to protect the environment is beautifully illustrated by Susan Jeffers.

Selden, George. ***Tucker's Countryside.*** New York: Farrar, 1969.
The continuing adventures of the characters of the Cricket in Times Square as the animals try to protect their country home from land developers.

Showers, Paul. ***Where Does the Garbage Go?*** New York: HarperCollins, 1994.
A simple book explaining what happens to different types of garbage and how it is recycled.

Silverstein, Shel. ***The Giving Tree***. New York: Harper & Row, 1964.
The tender story of the friendship between a tree and a boy and their ability to share as the boy grows to a man.

Simon, Seymour. ***Animals in Your Neighborhood.*** New York: Walker, 1976.
A guide to observing the characteristics and behavior of animals in the city.

Singer, Isaac, Bashevis. ***The Golem***. New York: Farrar, 1982.
The legend of a pious rabbi who gave life to a giant clay statue to save his community.

Spier. Peter. ***Dreams.*** New York: Doubleday, 1986.
Children find adventure through the changing clouds in the sky.

Stevenson, James. ***Grandpa's Great City Tour: An Alphabet Book***. New York: Greenwillow, 1983.
Grandpa takes an alphabet tour of the city.

Stewart, Mary. ***Ludo and the Star Horse.*** New York: Morrow, 1970.
A young boy follows his horse through all the houses of the zodiac.

Strauss, Joyce. ***Imagine That! Exploring Make-Believe***. New York: Human Sciences, 1984.
Asking questions such as, "If you had a magic carpet, where would you go?" this book encourages children to use their imaginations.

Taylor, Jane. ***Twinkle, Twinkle, Little Star***. New York: Morrow, 1993.
This famous rhyme is beautifully illustrated by Michael Hague.

Taylor, Mildred D. ***The Friendship***. New York: Dial, 1987.
During the depression, three brothers learn to deal with racism and find the value of friendship.

Taylor, Theodore. ***The Cay***. New York: Doubleday, 1969.
The saga of a young blind boy and an old West Indian native stranded on an island.

Thayler, Mike. ***Earth Mirth: The Ecology Riddle Book.*** New York: W.H. Freeman, 1994.
Riddles about nature, ecology, and the environment stress the importance of taking care of the planet.

Thornhill, Jan. ***A Tree in a Forest***. New York: Simon & Schuster, 1992.
This book chronicles the life of a 200-year-old maple tree.

Tolhurst, Marilyn. ***Somebody and the Three Blairs.*** New York: Orchard, 1991.
A twist in the "Three Bears" story in which a bear unexpectedly visits a human family.

Tolkien, J. R. R. ***The Hobbit.*** Boston: Houghton Mifflin, 1938.
A friendly hobbit is suddenly thrust into an adventure involving a dragon's treasure and a magic ring.

Trelease, Jim. ***The New Read-Aloud Handbook.*** New York: Viking, 1989.
A source of recommended books suitable for reading aloud at home or in the library.

Trivizas, Eugene. ***The Three Little Wolves and the Big Bad Pig.*** New York: Macmillan, 1993.
A lighthearted version on the traditional story with an unexpected ending.

Twinem, Neecy. ***Aye-Ayes, Bears, and Condors.*** New York: W. H. Freeman, 1994.
An ABC book which introduces endangered species and their families with each letter of the alphabet.

Van Allsburg, Chris. ***Ben's Dream.*** Boston: Houghton Mifflin, 1982.
Ben dreams that he passes the great landmarks of the world during a flood.

Van Allsburg, Chris. ***Jumanji.*** Boston: Houghton Mifflin, 1981.
A jungle world comes to life in a board game.

Van Allsburg, Chris. ***Just a Dream.*** Boston: Houghton Mifflin, 1990.
Walter dreams that the Earth is devastated by pollution and learns the importance of taking care of the environment.

Viorst, Judith. ***My Mama Says There Aren't Any Zombies*****.....** New York: Macmillan, 1973.
A story of imaginary creatures and a mother's assurance that they don't exist.

Vuong, Lynette Dyer. ***The Brocaded Slipper and Other Vietnamese Tales***. New York: Harper, 1982.
Five Vietnamese folk tales which are similar to American folk tales.

Vuong, Lynette Dyer. ***Sky Legends of Vietnam.*** New York: HarperCollins, 1993.
The Vietnamese version of the constellation myths.

Wallwork, Amanda. ***No Dodos: Counting Book of Endangered Animals.*** New York: Scholastic, 1993.
A counting book featuring a parade of endangered animals.

White, Ruth. ***Sweet Creek Holler***. New York: Farrar, 1988.
A young girl watches life in a town change over a period of six years.

Wiesner, David. ***Free Fall.*** New York: Lothrop, Lee & Shepard Books, 1988.
When an atlas falls into the lap of a sleeping boy, the child dreams of distant exotic places.

Wildsmith, Brian. ***Professor Noah's Spaceship.*** New York: Oxford University Press, 1980.
To escape the world's pollution, a modern-day Noah takes to outer space.

Wilkes, Angela. ***My First Nature Book.*** New York: Knopf, 1990.
This introduction to nature provides simple nature activities for both indoors and out.

Williams, Margery. ***The Velveteen Rabbit***. New York: Knopf, 1990.
The story of a toy rabbit brought to life by love.

Williams, Vera B. ***"More More More" Said the Baby: Three Love Stories.*** New York: Greenwillow Books, 1990.
Joyous celebration of infants with their families.

Willis, Jeanne. ***Earthlets: As Explained by Professor Xargle.*** New York: Dutton, 1989.
A green space monster explains humans to his students.

Wood, Audrey. ***Heckedy Peg***. San Diego: Harcourt, 1987.
An English tale in which a mother promises her children gifts which correspond with both the children's names and the days of the week.

Wood, Audrey. ***The Napping House.*** San Diego: Harcourt, 1984.
A cumulative tale of various sleeping figures which are awakened by a flea.

Yolen, Jane. ***Sleeping Ugly***. New York, Putnam, 1981.
A clever twist to the traditional Sleeping Beauty tale.

Yorinks, Arthur. ***Hey, Al.*** New York: Farrar, 1986.
The adventures of Eddie the dog and Al the janitor on an island of birds brings appreciation for their own lives.

Zelver, Patricia. ***Wonderful Tower of Watts.*** New York: Morrow, 1994.
A man takes various pieces of "trash" and builds three towering monuments in the middle of a Los Angeles neighborhood.

Recommended Book Series

Earthwise. Carolrhoda, 1993.
Lowery, Linda. ***Earthwise at Home.***
Lowery, Linda. ***Earthwise at Play.***
Lowery, Linda. ***Earthwise at School.***

Gone Forever. New York: Crestwood House, 1989.
Clifford, Emily. ***The Great Auk.***
Duggleby, John. ***The Sabertooth Cat.***
Dunnahoo, Terry. ***The Lost Parrots of America.***
Horn, Gabriel. ***The Steller's Sea Cow.***
Mell, Jan. ***The Atlantic Grey Whale.***
Morrison, Susan Dudley. ***The Passenger Pigeon.***
Sanford, William R. And Carl R. Green. ***The Dodo.***
Sanford, William R. And Carl R. Green. ***The Woolly Mammoth.***

In Peril. Milwaukee: Gareth Stevens, 1994.
Behm, Barbara J. and Jean-Christophe Balouet. ***Endangered Animals of the Islands.***
Behm, Barbara J. and Jean-Christophe Balouet. ***Endangered Animals of the Northern Continents.***
Behm, Barbara J. and Jean-Christophe Balouet. ***Endangered Animals of the Southern Continents.***
Behm, Barbara J. and Jean-Christophe Balouet. ***Endangered Wildlife.***

Our Endangered Planet. San Diego: Lucent Overview Books.
Acid Rain. 1990.
Endangered Species. 1989.
Energy Alternatives. 1990.
Garbage. 1989.
The Greenhouse Effect. 1992.
Hazardous Waste. 1991.
Ocean Pollution. 1991.
Oil Spills. 1991.
Ozone. 1991.
Pesticides. 1991.
Population. 1991.
Rainforests. 1991.
Recycling. 1992.
Vanishing Wetlands. 1994.

Saving Planet Earth. Chicago: Children's Press
Blashfield, Jean F. And Wallace B. Black. ***Endangered Species.*** 1992.
Blashfield, Jean F. And Wallace B. Black. ***Global Warming.*** 1991.
Blashfield, Jean F. And Wallace B. Black. ***Oil Spills.*** 1991.
Blashfield, Jean F. And Wallace B. Black. ***Recycling.*** 1991.
Blashfield, Jean F. And Wallace B. Black. ***Too Many People.*** 1992.
Bruning, Nancy. ***Cities Against Nature.*** 1992.
Challand, Helen. ***Disappearing Wetlands.*** 1992.
Challand, Hellen. ***Vanishing Forests.*** 1991.
Lucas, Eileen. ***Acid Rain.*** 1991.
Lucas, Eileen. ***Water: A Resource in Crisis.*** 1991.
Pack, Janet. ***Fueling the Future.*** 1992.
Stenstrup, Allen. ***Hazardous Waste.*** 1991.
Willis, Terri and Wallace B. Black. ***Cars: An Environmental Challenge.*** 1992.
Willis, Terri. ***Land Use and Abuse.*** 1992.

Trash Busters. Milwaukee: Gareth Stevens, 1993.
Daniel, Jamie, and Veronica Bonar. ***Coping with ... Food Trash.***
Daniel, Jamie, and Veronica Bonar. ***Coping with ... Glass Trash.***
Daniel, Jamie, and Veronica Bonar. ***Coping with ... Metal Trash.***
Daniel, Jamie, and Veronica Bonar. ***Coping with ... Paper Trash.***
Daniel, Jamie, and Veronica Bonar. ***Coping with ... Plastic Trash.***
Daniel, Jamie, and Veronica Bonar. ***Coping with ... Wood Trash.***

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American Favorite Ballads, Tunes, and Songs as sung by Pete Seeger. New York: Oak Publication, 1962.

Agay, Denes. ***Best Loved Songs of the American People***. New York: Doubleday, 1975.

Allen, Terry, ed. ***The Whispering Wind***. New York: Doubleday, 1972.

Anderson, Paul S. ***Storytelling with the Flannel Board***. Minneapolis: T. S. Denison, 1963.

Bennett, Steve and Ruth. ***365 TV-Free Activities You Can Do With Your Child***. Holbrook, MA: Bob Adams, Inc., 1991.

Caduto, Michael and Joseph Bruchac. ***Keepers of the Earth: Native American Stories and Environmental Activities for Children.*** Golden, CO: Fulcrum, Inc., 1988.

Cornell, Joseph. ***Sharing the Joy of Nature: Nature Activities for All Ages.*** Nevada City, CA: Dawn Publications, 1989.

Carlson, Bernice Wells. ***Listen! And Help Tell the Story***. New York: Abingdon Press, 1965.

Carlson, Laurie, ***EcoArt***. Charlotte, VT: Williamson, 1993.

Cole, William. ***Oh, How Silly***! New York: Viking, 1970.

Connolly, Ann Marie and Helen Gibson. ***Rainy Day Activities***. Mercer Island, WA: Mercer Island Preschool Association, 1988.

Corbett, Pie, comp. ***Playtime Treasury***. New York: Doubleday, 1989.

Cromwell, Liz and Dixie Hibner. ***Finger Frolics: Fingerplays for Young Children***. Livonia, MI: Partner Press, 1983.

Defty, Jeff. ***Creative Fingerplays and Action Rhymes***. Phoenix, AZ: Oryx Press, 1992.

Delmar, Gloria T. ***Children's Counting-Out Rhymes, Fingerplays, Jump-Rope and Bounce-Ball Chants and Other Rhymes***. Jefferson, NC: McFarland, 1983.

Ellis, Mary Jackson and Francis Lynons. ***Finger Playtime***. Minneapolis: T. S. Denison, 1960.

Evans, Joy and Jo Ellen Moore. ***How to Make Books With Children: Volume 1***. Monterey, CA: Evan Moor Corporation, 1985.

Evans, Joy and Jo Ellen Moore. ***How to Make Books With Children: Volume 2***. Monterey, CA: Evan Moor Corporation, 1991.

Flint Public Library. ***Ring a Ring O'Roses: Finger Plays for Pre-School Children***. Flint, MI: Flint Public Library, 1988.

Gawron, Marlene E. ***Busy Bodies: Finger Plays and Action Rhymes***. Orlando, FL: Moonlight Press, 1985.

Glazer, Tom. ***Do Your Ears Hang Low? Fifty More Musical Fingerplays***. New York: Doubleday, 1980.

Grayson, Marion. ***Let's Do Fingerplays***. Manchester, NH: Robert B. Luce, Inc., 1962.

Israel, Fred L. Ed. ***1987 Sears Roebuck Catalogue***. New York: Chelsea, 1968.

Kahle, Gratia Underhill. ***Favorite Fingerplays and Action Rhymes***. Minneapolis: T. S. Denison, 1987.

Kohen, Rita, et. al. ***My Country 'Tis of Me: Helping Children Discover Citizenship through Cultural Heritage***. Jefferson, NC: McFarland, 1988.

Lingelbach, Jenepher, ed. ***Hands on Nature: Information and Activities for Exploring the Environment with Children***. Woodstock, VT: Vermont Institute of Natural Science, 1986.

Maguire, Jack. ***Talk of Texas***. Austin: Shoal Creek, 1973.

Miles, Betty. ***Save the Earth!: An Ecology Handbook for Kids.*** New York: Knopf, 1974.

Milord, Susan. ***Hands Around the World: 365 Creative Ways to Build Cultural Awareness and Global Respect***. Charlotte, NC: 1992.

Monroe, Jean Guard and Ray A. Williamson. ***They Dance in the Sky: Native American Star Myths.*** Boston: Houghton Mifflin, 1987.

Owens, William A. ***Texas Folk Songs***. Dallas: SMU Press, 1976.

Peek, Don. ***Finger Plays That Motivate***. Minneapolis: T. S. Denison, 1975.

Prelutsky, Jack. ***Read-Aloud Rhymes for the Very Young***. New York: Knopf, 1986.

Provenzo, Eugene and Asterie Baker. ***Historian's Toybox***. Englewood Cliffs, NJ: Prentice Hall, 1979.

Roberts, Lynda. ***Mitt Magic: Finger Plays for Finger Puppets***. Mt. Rainier, MD: Gryphon House, 1985.

Sackett, S. J. ***Cowboys and the Songs They Sing***. New York: William R. Scott, 1967.

Scott, Louise Binder. ***Rhymes for Fingers and Flannelboards.*** New York: McGraw Hill, 1960.

Sheehan, Kathryn and Mary Waidner. ***Earth Child: Games Stories, Activities, Experiments & Ideas About Living Lightly on Planet Earth***. Tulsa, OK: Council Oak Books, 1991.

Sierra, Judy. ***The Flannel Board Storytelling Book***. New York: McGraw Hill, 1987.

Simons, Robin. ***Recyclopedia: Games, Science Equipment, and Crafts from Recycled Materials***. Boston: Houghton Mifflin, 1976.

Sinclair, Patti K. ***E for Environment: An Annotated Bibliography of Children's Books with Environmental Themes***. New Providence, NJ: Bowker, 1992.

Sitarz, Paula Gaj. ***Picture Book Story Hours***. Littleton, CO: Libraries Unlimited, 1987.

Stull, Elizabeth Crosby. ***Children's Book Activities Kit***. West Nyack, NY: Center for Applied Research in Education, 1988.

Vogels, Mary Prescott. ***Action Plays for Little Hands***. Minneapolis, T. S. Denison, 1971.

Wilmes, Liz and Dick. ***The Circle Time Book***. Dundee, IL: Building Blocks, 1982.

Wilmes, Liz and Dick. ***The Everyday Circle Times***. Dundee, IL: Building Blocks, 1983.

Wirth, Marian and Verna Stassevitch. ***Musical Games, Fingerplays and Rhythmic Activities for Early Childhood***. West Nyack, NY: Parker, 1983.

Wolfenstine, Manfred R. ***Manual of Brands and Marks***. Norman, OK: University of Oklahoma, 1970.

Audiovisual Resources

Absolute Trash: A Recycling Story. Video. 1989, New Dimension. 25 min. (SA)
Two escaped convicts learn about recycling as they try to find hidden loot.

Adventure Enough. Film. 1986, Phoenix Films. 12 min. *(PS)*
Boy turns a supermarket trip into an adventure.

Ali Baba. Film. 1971, Distribution 16. 11 min. (PS)
Animated art version created in Italy.

Amazing Space Shuttle. Video. 1990, Finley-Holiday. 60 min. (SA)
Experience the triumphs of the first eight shuttle flights.

American Tall Tale Heroes. Film. 1974, Cornet Films and Video. 15 min. (SA)
Adventures of four American folk heroes.

Ana in the Rainforest. Video. 1992, Bullfrog Films. 11 min. (SA)
In an animated dream, Ana takes a journey through a tropical rain forest.

Arribada! The Olive Ridley Arrival. Video. 1991, Bullfrog Films. 17 min. (PS)
The endangered Olive Ridley sea turtles are featured in this film of a journey in Costa Rica.

Beyond the Stars : A Space Story. Film. 1981, Learning Corporation of America. 12 min. (SA)
A boy takes a trip through our solar system.

Bricks and Boxes. Film. 1972, VEDO Films. 13 min. (PS)
A puppeteer creates a village with the help of finger puppets.

The Cat in the Hat. Video. 1972, BFA Educational Media. 24 min. (SA)
A cat entertains children on a rainy day.

Cinderella. Film. 1987, Barr. 18 min. (SA)
Animated classic with orchestral accompaniment.

Circle Around. Audiocassette. 1983, Tickle Toon Typhoon. 37 min..(PS)
A lively selection of twelve environmental and health related selections which invite participation.

Christmas Fantasy. Video. 1984, Landmark Films, Inc. 52 min. (PS)
A toymaker and two children go on a magical journey.

Cow on the Moon. Film. 1983, International Film Bureau. 11 min. (SA)
A girl disguises herself as an alien to frighten a bully.

A Crack in the Pavement. Film. 1972, Filmfair Communications. 8 min.
A boy and a caterpillar come alive in the city. (PS)

Cricket and the Engine. Video. 1980, Phoenix Films. 6 min. (SA)
A cricket uses his musical ability to outwit a porcupine and his polluting motor vehicle.

Communities and How They Work. Video. 1987, Encyclopedia Britannica. 12 min. (SA)
Experience community life through work and play.

Disney's Countdown. Film. 1988, Walt Disney Educational Media Co. 12 min. (PS)
Disney film clips teach counting from one to ten.

Dream Forest. Film. 1986, Barr. 24 min. (SA)
A young girl learns about wildlife from a raccoon.

A Dream is an Adventure. Film. 1987, Lucerne Films, Inc. 12 min. (SA)
A child-created film about dreams.

Ears of King Midas. Film. 1977, Encyclopedia Britannica Educational Corp. 10 min. (SA)
Animated drawings of Greek mythology.

Earth At Risk Environmental Series: Acid Rain; Clean Air; Clean Water; Degredation of the Land; Extinction; Global Warming; Nuclear Energy/Nuclear Waste; The Ozone Layer, The Rainforest; Recycling. Video. 1993, Film Archives. 30 min. each. (FAM)
Introduces environmental terms and provides information on the issues, as well as presenting ideas for individuals to take action.

The Elephant Show: Neighborhood. Video. 1991, Bullfrog Films. 29 min. (PS)
Friends discover their neighborhood with special guest.

Environmental Dog. Video. 1990, Pyramid. 20 min. (SA)
Poisoned by powdered cleanser, Ralphie, the dog becomes Environmental Dog, teaching humans how to care for the environment.

Frog and Toad Together. Film. 1987, Churchill Films. 16 min. (PS)
Frog and Toad learn about the complexities of friendship.

Garbage Tale. Film, Video. 1990, Churchill Films. 18 min. (SA)
One night Ernie finds out just where all the garbage he takes out goes.

Granpa. Video. 1990, Weston Woods. 27 min. (PS)
Animated operetta about a girl and her grandfather.

Help Save Planet Earth. Video. 1991, MCA Universal. 71 min. (SA)
Ted Danson and other celebrities show you ways to save the environment.

Here Comes the Cat. Film. 1991, Weston Woods Studios. 6 min. (PS)
A cat visits mouse community with surprising results.

Humphrey the Lost Whale: A True Story. Reading Rainbow #56. Video. 1989, Great Plains Network. 30 min. (SA)
This is the amazing story of "wrong-way" Humphrey, a California Humpback whale caught in inland water.

If Books Could Talk. Film, Video. 1982, D 4 Film Studios. 10 min. (PS)
Two children learn about book care while at the library.

In the Night Kitchen. Film, video. 1987, Weston Woods Studios. 6 min. (PS)
Bakers try to bake a boy into a cake.

Incredible Book Escape. Film, 1980, Churchill. 45 min. (SA)
A girl in locked in the library meets story characers.

John Henry. Video. 1972, Phoenix. 11 min. (SA)
The tale of the super railroadman.

Kids Explore America's National Parks. Video. 1991, Encounter Video. 40 min. (SA)
Discover and experience the beauty of our national parks.

Last of the Caddos. Film. 1981, Phoenix Films. 29 min. (SA)
Set in 1930's, a boy discovers he is part Indian.

Legend of Sleepy Hollow. Film. 1974, Disney. 20 min. (SA)
Disney version of the Washington Irving classic.

Litterbug. Film. 1955, Disney. 8 min. (PS)
Donald Duck gives a graphic view of how litter destroys our land.

Looking at Lemurs. Video. 1991, Bullfrog Films. 21 min. (PS)
A wildlife adventure on the exotic island of Madagascar featuring the monkey-like animals called lemurs.

Louis James Hates School. Film. 1980, Learning Corporation of America. 11 min. (SA)
A boy learns the value of reading and spelling.

Magic World of Whiselphasoon. Film. 1975, Films Incorporated. 12 min. (SA)
A boy uses his imagination to help a king solve problems.

The Man Who Planted Trees. Film, video. 1987, Direct Cinema, Ltd. 30 min. (SA)
A man plants trees and creates beauty.

Mole and the Rocket. Film. 1973, Phoenix Films. 10 min. (PS)
A mole is taken to a deserted island where he is helped by animals.

Mole in the Town. Film, video. 1983, Phoenix Films. 30 min. (PS)
Mole adjusts as his home is leveled to become a city.

Moon Man. Video. 1981, Weston Woods. 8 min. (PS)
Animated version of a man in the moon coming to earth.

Mouse and the Motorcycle. Film, video. 1987, Churchill Films. 41 min. (SA)
A mouse and a boy experience friendship.

My First Green Video. Video. *, Sony Kids Video. 40 min. (SA)
Ecology and environmental activities for children.

My Mother Was Never a Kid. Video. 1981, Learning Corporation of America. 46 min. SA)
By traveling in time, a girl gets to see her mother as a teenager.

No Guitar Blues. Film, video. 1991, Phoenix Films. 27 min. (SA)
A boy learns a lesson about honesty while collecting money for a guitar to join a rock band.

Not So Fast Songololo. Film. 1991, Weston Woods Studios. 11 min. (PS)
A boy goes shopping with his grandmother and gets something special.

Olden Days Coat. Film. 1984, Learning Corporation of America. 30 min. (SA)
A girl travels back in time while at grandmother's house.

Owl Moon. Film. 1991, Weston Woods Studios. 9 min. (PS)
Father and daughter experience nature while owling.

Pecos Bill. Film. 1971, Disney. 18 min. (SA)
Animated version of the legendary cowboys story.

Pecos Bill. Video. 1988, AIMS Media, Inc. 30 min. (PS)
Robin Williams reads the classic American folktale.

Protecting Endangered Animals. Film. 1984, National Geographic Society. 15 min. (SA)
This film introduces the concepts of "endangered species" and "extinction."

Rapunzel. Film. 1978, Tom Davenport. 18 min. (SA)
Classic Grimm fairy tale.

Reading Rainbow 31: Space Case. Video. 1986, Great Plains Network. 30 min. (SA)
. Aliens visit a boy on Halloween night.

Reading Rainbow 57: Stay Away from the Junkyard. Video. 1989, Great Plains Network. 30 min. (SA)
Girl sees junk transformed into treasures.

Red Riding Hood. Film. 1992, Weston Woods. 8 min. (PS)
Classic story laced with humor.

Rhinoceros. Film. 1984, Encyclopedia Britannica. 12 min. (SA)
This film show the endangered rhinoceros in its natural habitat.

Rip Van Winkle. Film. 1980, Barr. 18 min. (PS)
Animated adaptation of Washington Irving classic.

Scrap of Paper and a Piece of String. Film. 1964, McGraw Hill. 6 min. (SA)
A piece of paper and piece of string have a special friendship.

Simple Things You Can Do to Save Energy. Video. 1993, Noodlehead Network. 15 min. (SA)
Humorous presentation of ways kids can help save energy.

Sleeping Beauty, Brier Rose. Film. 1970, Phoenix Films. 15 min. (SA)
Animated version of the traditional German fairy tale.

Slowly Goes the Sloth. Video. 1991, Bullfrog Films. 7 min. (PS)
This is an up-close and personal look at the three-toed sloth.

Something Queer at the Library. Film. 1978, Churchill Films. 10 min. (SA)
Two girls discover who damaged books at the library.

Sound Collector. Film. 1982, National Film Board of Canada. 12 min. (SA)
A boy uses sound to create adventure stories.

Stories to Stir the Imagination. **Audiocassette**. Wrentham, MA: Dual Dolphin Publishing, 1994. 1 hour. **(PS)**
An assortment of folk tales, fairy tales, and familar stories to delight young listeners. Four volumes available.

A Story, A Story. Film, video. 1973, Weston Woods Studios. 10 min. (PS)
Animated African folktale.

Story of a Book. Film. 1980, Churchill Films. 16 min. (SA)
Shows how a book is created from the original idea to printing.

Stuart Little. Film. 1968, McGraw Hill. 55 min. (SA)
A mouse substitute teaches in a New York school.

Sylvester and the Magic Pebble. Film. 1993, Weston Woods Studios. 11 min. (SA)
A donkey becomes a rock to escape a hungry lion.

Tender Tale of Cenderella Penguin. Film. 1981, AIMS Media, Inc. 10 min. (PS)
Cinderella story, played by a penguin.

There's a Nightmare in My Closet. Film, video. 1987, Phoenix Films. 14 min. (SA)
A five-year-old boy confronts nightmare in his closet.

Through Grandpa's Eyes. Video. 1987, Barr. 20 min. (SA)
A boy's relationship with his blind grandfather is explored.

The Tree. Film. 1977, Churchill Films. 10 min. (PS)
Shares the importance of trees.

Uncle Smiley Goes Recycling. Film. 1972, Learning Corp. of America. 13 min. (PS)
Children start a recycling drive after Uncle Smiley shows them the usefulness of recycled items.

Westward Wagons. Video. 1987, F F Humanities. 24 min. (SA)
A boy recalls a pioneer family's journey across the Plains.

What Good is a Warbler? Film. 1972, Adams & Adams. 13 min. (SA)
An environmental lesson using the golden-cheeked warbler.

What Mary Jo Shared. Film. 1981, Phoenix Films. 13 min. (PS)
Girl overcomes shyness with family support.

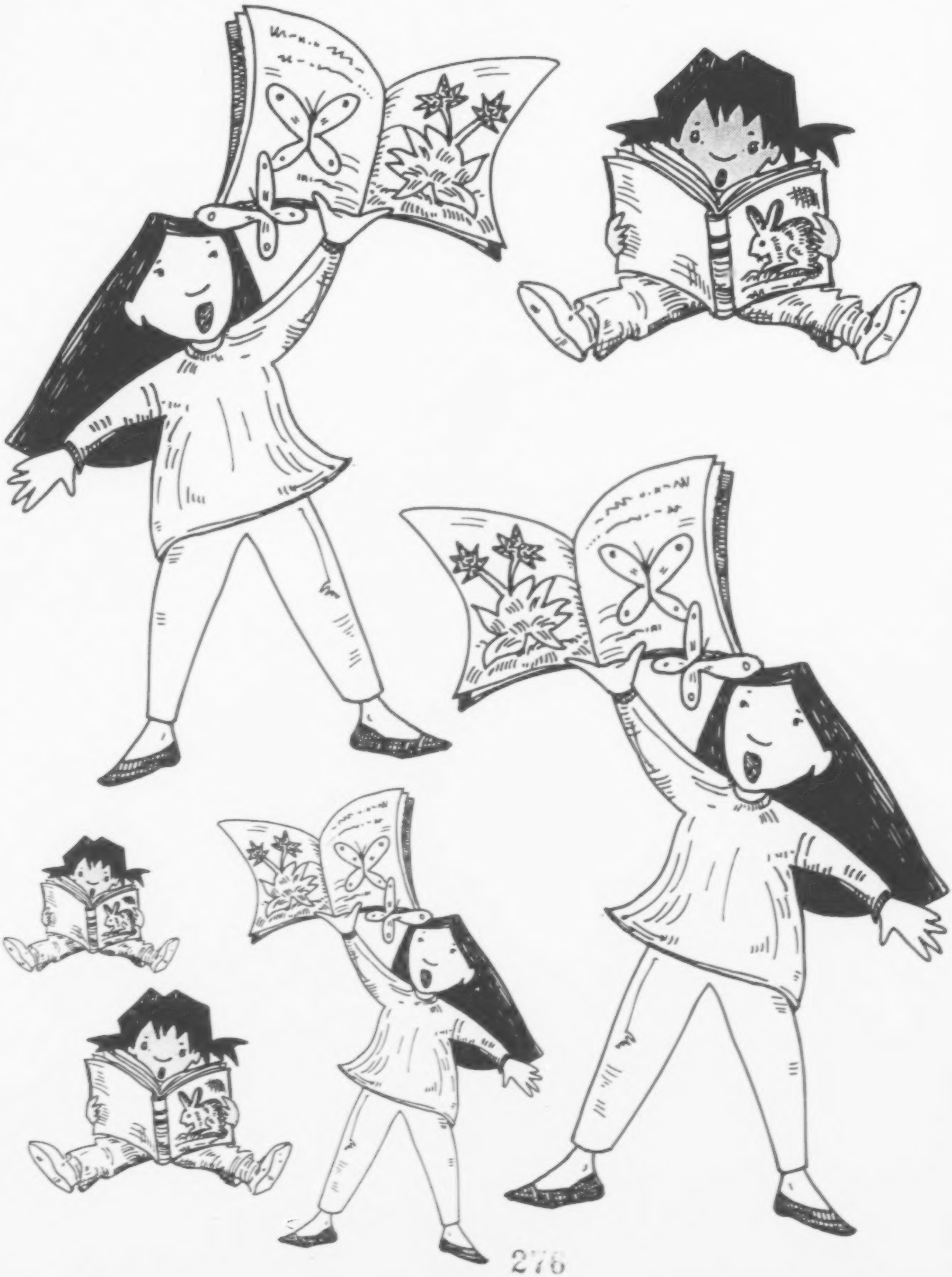
Where Should a Squirrel Live. Film. 1972, Journal. 11 min. (PS)
A human rescues a baby squirrel lost during a storm, but must eventually return it to its own world.

Where the Wild Things Are. Film, video. 1974, Weston Woods Studios. 8 min. (PS)
A boy visits and tames wild creatures.

Why the Sun and the Moon Live in the Sky. Film. 1970, AIMS Media, Inc. 11 min. (SA)
Collage animation of an eastern Nigeria legend.

Wild Green Things in the City. Film. 1974, Texture Films, Inc. 11 min. (SA)
A girl creates a garden in the city from wildflowers.

Once upon a planet...
Once upon a planet...
Once upon a planet...
Once upon a planet...



RECYCLE

RECYCLE

RECYCLE

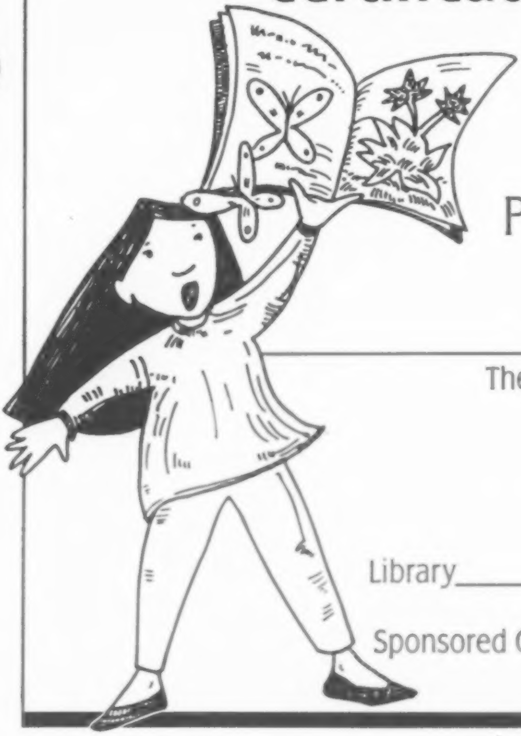
RECYCLE
RECYCLE

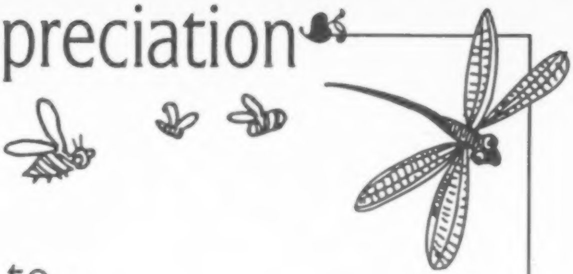
Our Planet

Our Planet

Our Planet

Certificate of Appreciation





Presented to

____

The Texas Reading Club

Library_______________________ Date ______________

Sponsored Cooperatively with the Texas State Library

CERTIFICATE OF APPRECIATION

Presented to

____

SUPER VOLUNTEER for the Texas Reading Club

____

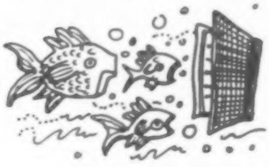
Library

____

Date

Sponsored Cooperatively with the Texas State Library

TEXAS READING CLUB



1995

2" Button (i.e. Badge A Minit)

Once upon a planet...

2 1/2" Button

Texas Reading Club

Once upon a planet...

2 1/2" Button

ONCE UPON A PLANET...

2" Button

2 1/2"

Una vez en un planeta...

2"

UNA VEZ EN UN PLANETA...

ONCE UPON A PLANET...

2"

UNA VEZ EN UN PLANETA...

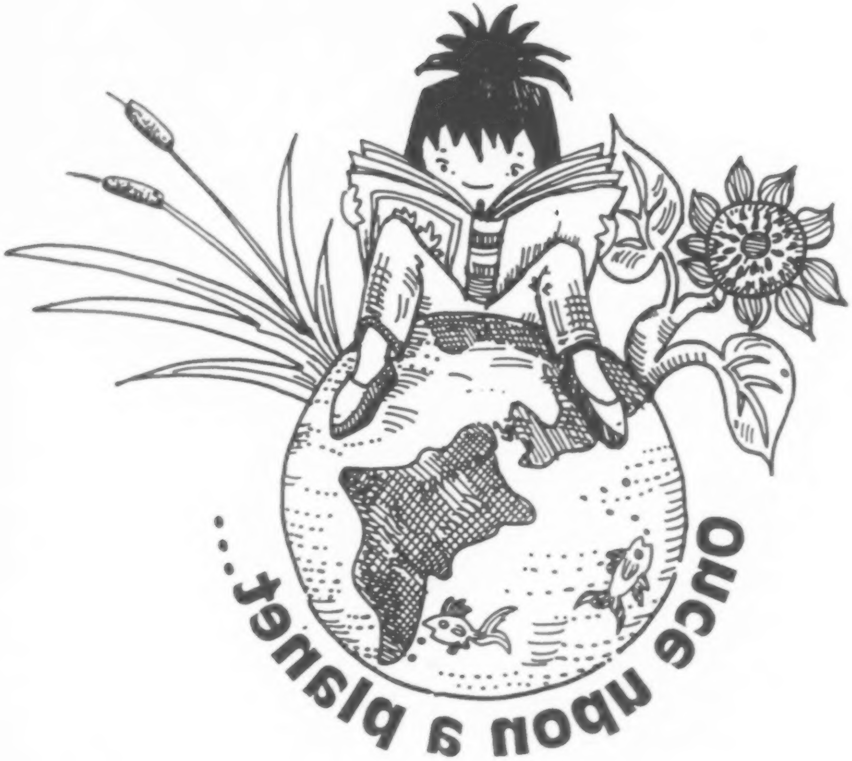
1995

2 1/2"

1995

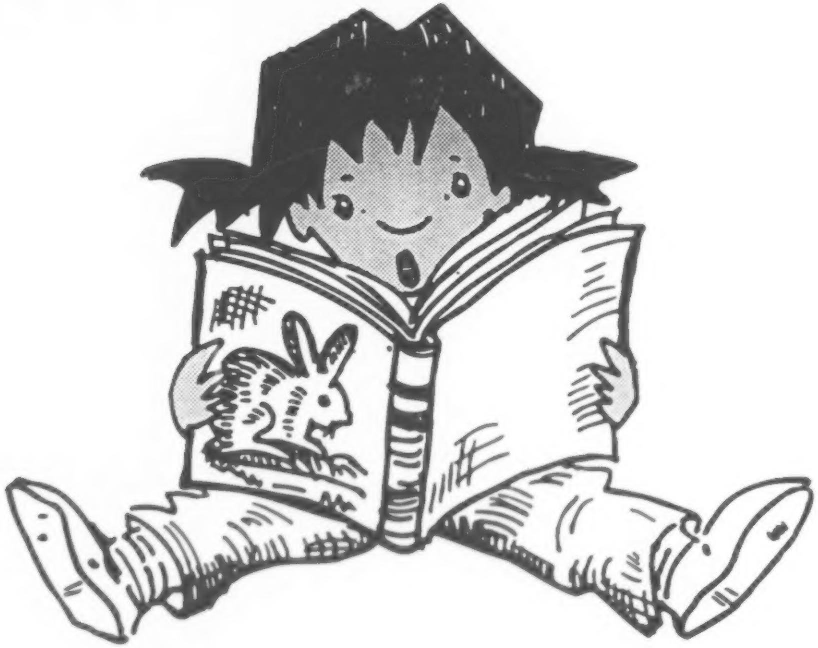
2"

Texas Reading Club

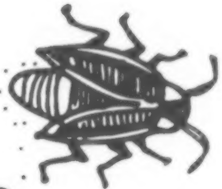


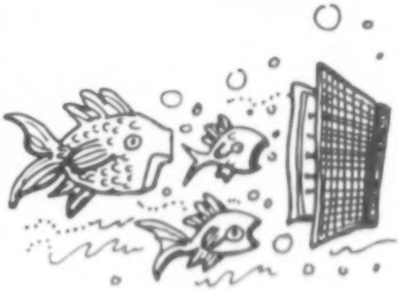
Once upon a planet...

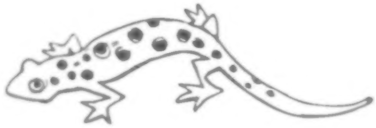
Texas Reading Club

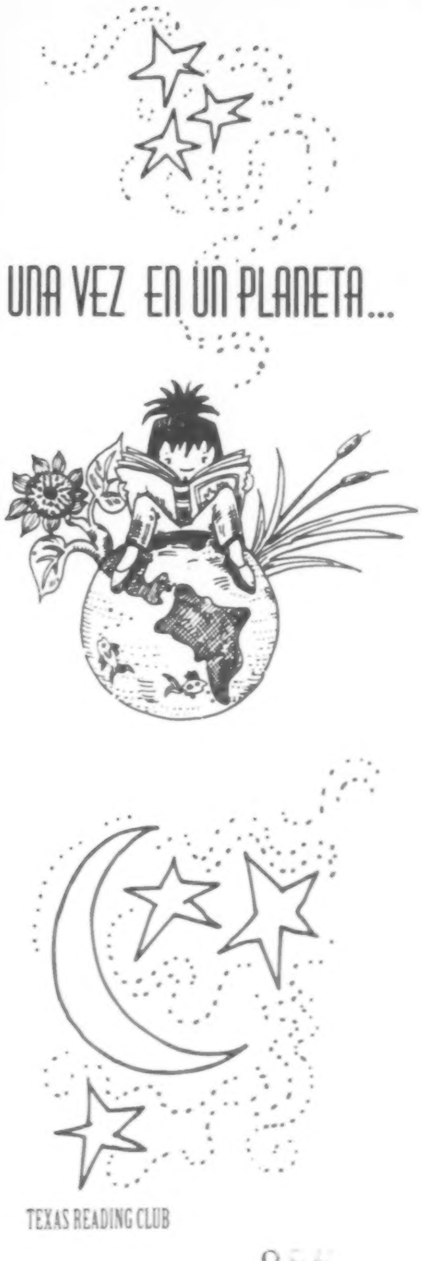


Una vez en un planeta...





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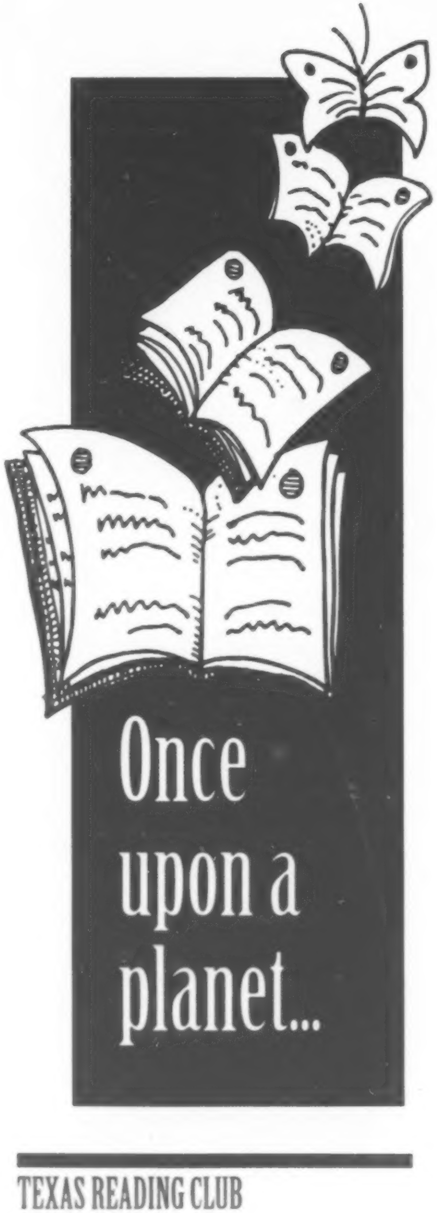
TEXAS READING CLUB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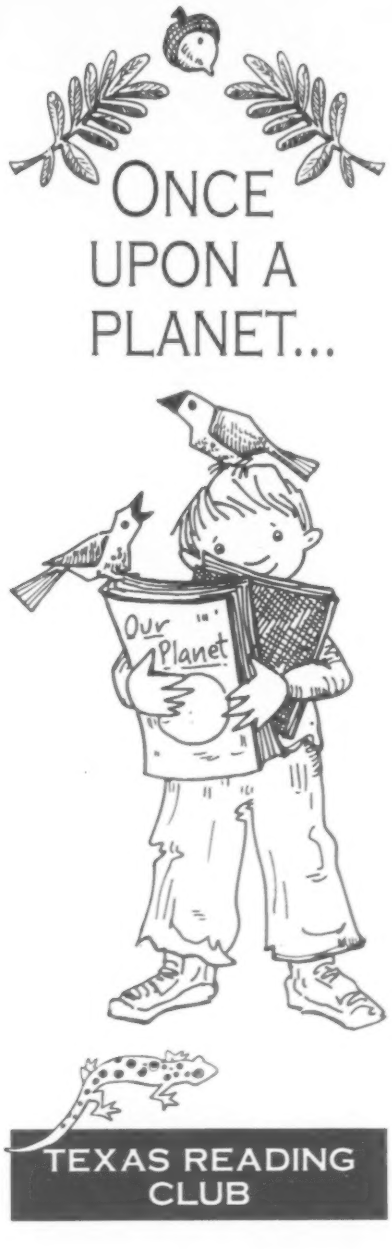
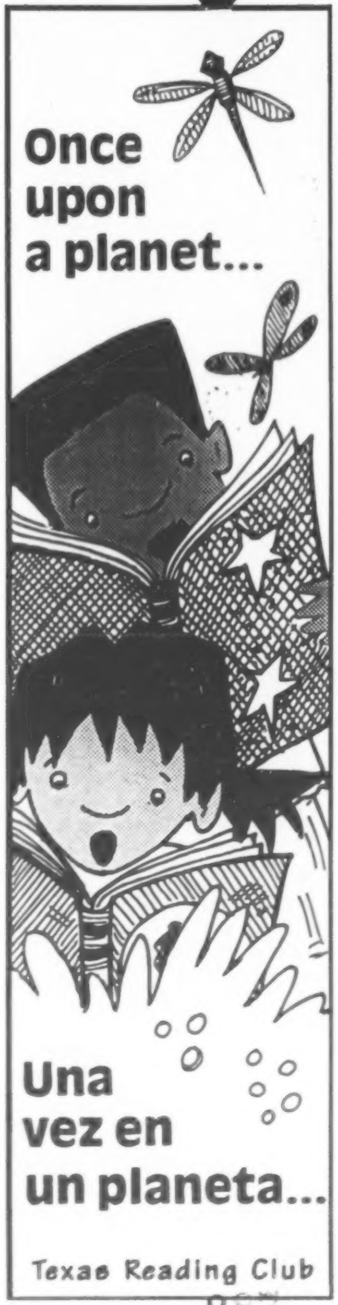
TEXAS READING CLUB


ONCE UPON A PLANET...
Our Planet
TEXAS READING CLUB


Once upon a planet...
Una vez en un planeta...
Texas Reading Club

ONCE UPON A PLANET...

READ TO ME

____

A Natural Reader

______________________________ ______________________________
Librarian Library

TEXAS READING CLUB

Sponsored Cooperatively by Your Library and the Texas State Library

UNA VEZ EN UN PLANETA...

Once upon a planet...

Texas Reading Club

Reader

Texas Reading Club

Once upon a planet...

Reader

Texas Reading Club

Una vez en un planeta...

Reader

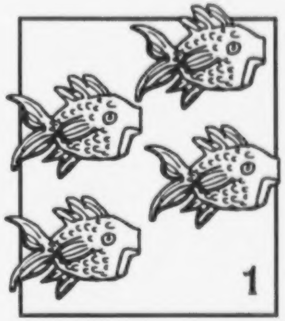
If you prefer symbols instead of clocks for counting time, print this sheet as an alternative to the reading logs provided by the Texas State Library.

TIME LOG

Name ______________________________

Make every minute count!

Color or check mark one symbol for each 15 minutes you read.
Each group of symbols = 1 hour!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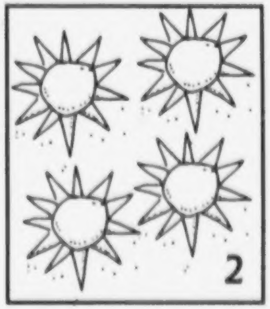
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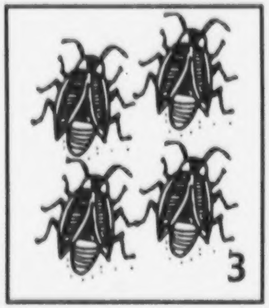
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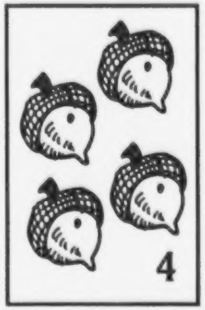
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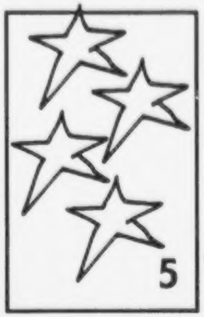
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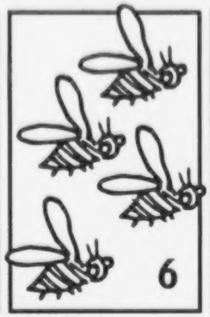
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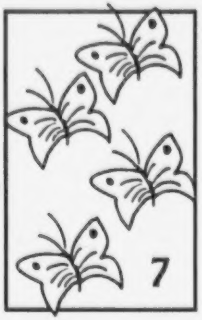
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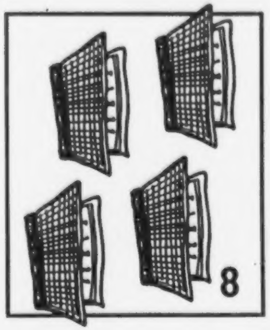
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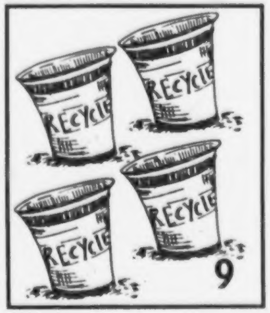
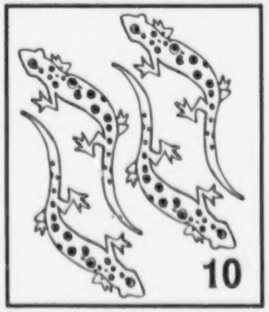

RECYCLE
RECYCLE
RECYCLE
RECYCLE
9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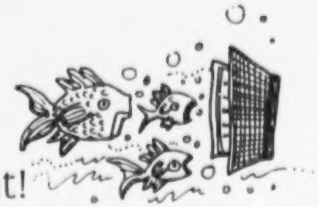
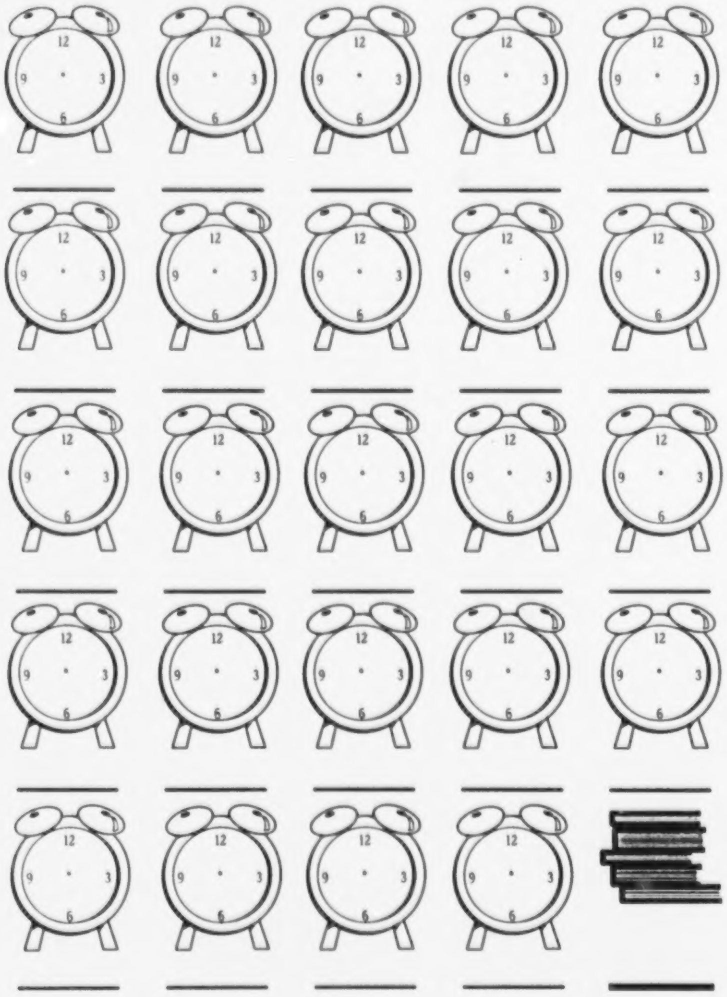
TIME LOG

Read around the clock.
Make every minute count!





TOTAL

Name ______________________________

Address ______________________________

City ____________________ Zip __________

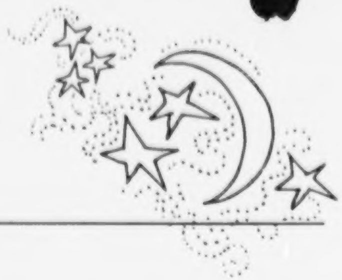
Phone ______________________________

School ____________________ Grade ______

Once upon a planet...

Texas Reading Club

READING LOG



1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

12. ____________________

ONCE UPON A PLANET...

Once upon a planet. . .

ONCE UPON A PLANET...

ONCE UPON A PLANET...

Once upon a planet. . .

ONCE UPON A PLANET...

ONCE UPON A PLANET...

ONCE UPON A PLANET...

ONCE UPON A PLANET...

Once upon a planet. . .

ONCE UPON A PLANET...

ONCE UPON A PLANET. . .

ONCE UPON A PLANET...

ONCE UPON A PLANET. . .

Once upon a planet...

Once upon a planet. . .

1995 Texas Reading Club

Texas Reading Club

1995 TEXAS READING CLUB

TEXAS READING CLUB

ONCE UPON A PLANET...

Once upon a planet...

ONCE UPON A PLANET...

ONCE UPON A PLANET...

UNA VEZ EN UN PLANETA...

Una vez en un planeta...

UNA VEZ EN UN PLANETA...

UNA VEZ EN UN PLANETA...

UNA VEZ EN UN PLANETA. . .

UNA VEZ EN UN PLANETA...

Una vez en un planeta...